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ABSTRACT

Based on a successful project in Nebraska, this manual was developed for use in establishing a structured all-volunteer adult basic education (ABE) program in small communities or satellite locations. The greater part of the manual covers the various steps a volunteer leader should follow to establish this kind of program, beginning with a section on how to identify a volunteer leader, for use by a project or state supervisor. The following topics are covered in the manual: (1) selecting the right volunteer leader; (2) committees to be established; (3) where to find volunteers; (4) assignment descriptions; (5) recruitment; (6) interviewing; (7) orientation; (8) training; (9) evaluation; (10) recognition; (11) terminating a volunteer; (12) sample forms and their uses; (13) student retention and follow-up; (14) public relations; (15) poems and letters in praise of volunteers; and (16) a volunteer leader plan of action form. Information on tax deductions for volunteering is also presented. (KC)

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Using The All-Volunteer Concept In Adult Basic Education To Serve The Hard To Reach Student

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ADULT BASIC EDUCATION TODAY FOR THE GOOD LIFE TOMORROW

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Foreward

In 1981, the State Planning and Evaluation Committee for Adult Basic Education in Nebraska approved a proposal for a 310 Project to demonstrate the use of volunteers in a structured manner in the ABE program. The proposal provided funds to hire a Volunteer Coordinator to design forms, write assignment descriptions, develop a public relations campaign aimed for recruitment of students as well as volunteers, and to implement the program.

Involving volunteers in the ABE classroom was not a new idea; however, placing volunteers in a structured program was new. The difference being utilizing verses using the skills of a volunteer. Those who do not have a thorough knowledge of volunteer program structure tend to think if people give time to their program, they have a volunteer program; not realizing that there must be a line of organization, communication, interviews, orientation, record keeping, evaluation and recognition to attract and retain volunteers in numbers needed to supplement paid staff and assist students to accomplish goals.

The 310 Project demonstrated to those in the education field that volunteers do possess numerous talents that, if utilized properly, can free paid staff to accomplish necessary administrative tasks. Volunteers also proved they will commit to a program and serve faithfully if they are correctly placed in the right assignment.

Based on the student enrollment increase, student retention figures, and the volunteers willing to assist, the volunteer concept was expanded and programs across the State were encouraged to accept and involve volunteers. The 310 Project Volunteer Coordinator then was utilized to train the personnel and Volunteer Coordinators at locations throughout the State.

Once the ABE programs in major locations had established the volunteer concept, attention was turned to the smaller communities in Nebraska. Based on the need to reach the "most in need, hard to reach" student and those who cannot commute or schedule to attend existing programs, the all-volunteer concept was initiated. Small communities, in addition to having potential students, have talented quality volunteers.

ABE Supervisors identify the small communities to be developed and a Volunteer Leader is identified within that community to implement the program. Since every Supervisor has their own method of training, the State Volunteer Coordinator trains the Volunteer Leader on how to implement the all-volunteer concept and structure, while the Supervisor is responsible for the academic portion of the training. Once training has occurred, the Volunteer Leader reports to the Supervisor and serves as a liason for the ABE program and the community.

The success rate of these small community programs has been impressive and numerous students have been effectively served. Providing the program in small communities where students have easy access and flexible scheduling via volunteers has increased enrollment, attendance and completions in the programs utilizing this concept. Elsewhere in this manual are samples of letters received from students and volunteers from a small community program. (Names have been deleted to protect the confidentiality of the writer).

Education administrators need to evaluate priorities and prejudices concerning volunteers in the classroom to eliminate the fear that volunteers will hurt the quality of education. Much care is taken to select the right Volunteer Leader and every effort is made to recruit teachers, retired or active, to test and place the student in the correct level materials. There are not funds available to pay for enough teachers and materials to help all people with less than a high school diploma, who might later see the need to learn added skills. Also, new immigrants need aid in the learning of English. Through the skills and time available from volunteers, more Nebraska residents in need of sharpening their basic educational skills can become more productive, employable, responsible citizens. The economic benefits serve both the individual and state in a significant way.

Material in this manual has been proven by demonstration and implementation and is written for use in establishing a structured all-volunteer Adult Basic Education program in small communities or satellite locations.

The information is set forth in very basic terminology, as if the writer were presenting it in person, so the reader can implement the ideas and methods without wondering if that is the way it is to be done.

Recognition for support and encouragement should be given to Burney Bouslough; Dr. Leonard Hill (now retired) of the Nebraska Department of Education; Maynard Jensen, Chairman of the Volunteer

Ad-hoc Committee; The State Planning and Evaluation Committee; the ABE Supervisors who cared about the population they weren't reaching and believed in the volunteers; and last but not least to the wonderful, dedicated volunteers who responded to "open the door to opportunity" through knowledge for their fellow man.

The purpose of this manual is to serve as a guideline in establishing a structured all-volunteer Adult Basic Education program in the small communities. Without a structure, one volunteer attempting to develop a program would burnout. Also, it is easier to attract and involve capable, professional volunteers when they know their time and talents will be utilized. The structure allows for involvement from all sectors of the community which develops ownership as well as interest in the program.

The forms and orientation booklet proved through demonstration to meet necessary standards.

Realizing each Supervisor has different grants and programs vary, the forms and ideas can be adapted to fit their specific needs. While this manual is provided as a guideline, it is recommended that the person selected to serve as the Volunteer Leader be trained by the State Volunteer Coordinator and Supervisor prior to assuming their duties.

Keep in mind — the all-volunteer program will be as strong or as weak as the Leader.

Interpreting The Manual

As mentioned earlier, this manual is written to provide the information needed to establish an all-volunteer Adult Basic Education program. The various Sections cover the steps the Volunteer Leader should follow to establish a structured ABE all-volunteer program. There is also a section on how to identify the Volunteer Leader for use by the Supervisor.

The table of contents lists the specific subject title with a mini-preview of material covered in that section.

Selecting The Right Volunteer Leader

It is crucial that the right volunteer be identified to organize the all volunteer Adult Basic Education program. To ensure that the person selected is considered a leader by the community, the following method was utilized in Nebraska.

The Supervisors determine which community should be offered the ABE program concept, based on their knowledge of need, location of nearest ABE program, and how long it has been since a program had been offered in the vicinity. Once the community has been identified, the Supervisor and State Volunteer Coordinator visit the community, contacting the Superintendent of Schools, banker, mayor, Chamber of Commerce, ministers, local businessmen, or others who might possess a good knowledge of "movers and doers" in their town. A very good source used quite often is the waitress at the local cafe — they know a lot about who does what and the needs of the community.

Those contacted, are given information about the Adult Basic Education program, asked if they think people would respond to the program as students or volunteers, and who they considered a potential leader to help implement the program. As names are received, they are recorded and when the same name is given several times and from different sources this person is contacted to ask them to become the Volunteer Leader.

Securing the Volunteer Leader is not a simple, easy task but the time spent to find the right person is necessary if you are to have a good, successful program. In some locations, especially the very small towns, an organization such as the Community Club might decide to implement the program as their project.

If a Volunteer Leader is not identified on the day of the visit to the community, a person who has indicated support for the program is asked to schedule a "town-hall" meeting. Those invited to this meeting are potential candidates to serve on an Advisory Committee, and an open invitation is extended to the community by an article in the newspaper. Adult Basic Education is explained at this meeting and the participants are asked for input on possible leadership, as well as determining interest in the program.

It is extremely important that the Volunteer Leader understand the responsibilities they are being asked to assume and every effort should be made to ensure there are no surprises at a later date which makes the volunteer decide to leave the program because it was more than they anticipated.

At this point, someone is thinking "but this is an education program, what about teaching credentials?" Paid teachers in Adult Basic Education are not required to be certified; but every effort is made to involve either active or retired teachers in the all-volunteer structure. If the Volunteer Leader does not have a teaching background, the tutors are recruited with emphasis placed on retired teachers or active teachers. Those with teaching experience are used to test and select the proper materials for the other volunteers.

Ability to organize, delegate and recruit other volunteers describes the traits necessary in the Volunteer Leader. It should be noted that volunteers who accept this assignment, have a great interest in education or literacy. The following page contains the structure necessary for a successful all-volunteer ABE program.

Another question that might be arising at this point is "Who is willing to volunteer to develop this type of program?" We have found that it is the very busy person who becomes the Volunteer Leader such as a School Counselor, Minister, Superintendent of Schools, retired teacher, a substitute teacher, a part-time librarian, bank personnel, homemaker who has had some college or training in the teaching field but currently not working outside the home because of family obligations.

The time required to fulfill the obligations of Volunteer Leader varies from community to community. A major factor is whether or not the Volunteer Leader will delegate and develop a strong Advisory Committee. The Volunteer Leaders who try to implement the program by themselves and do not use an Advisory Committee are the ones that encounter burnout in a very short time.

The community must feel some degree of ownership in the program to make the concept successful.

Training of the Volunteer Leader is crucial to success and again the State Volunteer Coordinator and Supervisor are responsible for providing the information and assistance in implementing the program.

The State Volunteer Coordinator trains the Leader on the volunteer concept and the Supervisor trains on the academic portion such as material selection, registration of students, diagnostic testing, placement, record keeping, etc. The academic training is conducted by the Supervisor, as each Supervisor has their own method for their area.

Follow-up contacts with the Leader are essential and must be done to give the necessary support to the volunteer who has assumed a great amount of responsibility.

Adult Basic Education Volunteer Leader

Qualifications: Perceived as a Leader by others in the community; possess an interest in education and helping others learn; good organizational skills; ability to delegate; enjoy working with people

Assignment Responsibilities:

Serve as liason for ABE Supervisor and the community to implement all-volunteer structured ABE program

1. VOLUNTEERS
   a) recruitment of volunteers
   b) orientation of volunteers
   c) training of volunteers
   d) placement of volunteers
   e) maintain contact with volunteers
   f) evaluation of volunteers
   g) provide recognition of volunteers
   h) keeps necessary records on volunteers
2. STUDENTS
   a) work with Advisory Committee and Student Recruitment Committee to recruit students
   b) oversee enrollment, diagnostic testing and placement of students
   c) keeps neccessary records on students
   d) plan graduation (if applicable)
3. COMMUNITY RESOURCES
   a) maintain a community support system
   b) identify learning and/or tutoring sites
   c) recruit persons from various sectors such as business, education and libraries to assist in the ABE project
4. REFERRAL AGENCIES
   a) identify referral agencies for locality
   b) maintain a good working relationship with the referral agencies
5. PROMOTION
   a) arrange for presentations to community organizations
   b) work with Publicity Chairman for public information, recruitment and awareness purposes
6. REPORTS
   a) make certain that all necessary reports are sent to ABE Supervisor by specified date
   b) send minutes of Advisory Committee meetings to ABE Supervisor

VOLUNT

ADVISORY COMMITTEE/ TASK FORCE

Proposed:
- Sheriff
- Librarian
- Ministerial Association
- Senior Citizens
- Extension Officer
- Civic Organizations
- Superintendent of Schools
- Newspaper
- Other

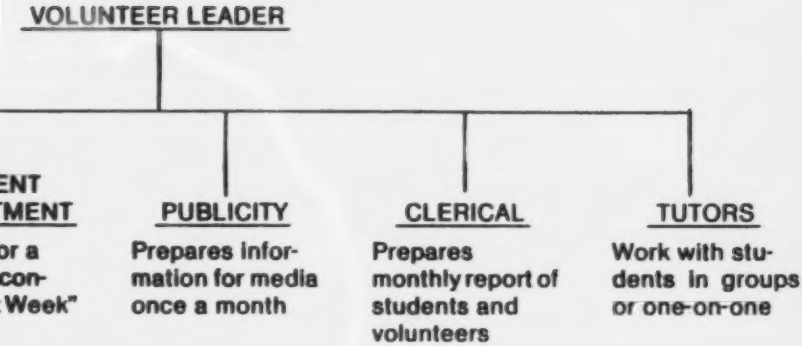
Serve as advisors and resource input

Identify locations to hold class

Sources of students and volunteers, etc.

STUDENT RECRUITMENT

Activate for a month to conduct "Blitz Week"


VOLUNTEER LEADER
ENT
TMENT
or a
con-
Week"
PUBLICITY
Prepares infor-
mation for media
once a month
CLERICAL
Prepares
monthly report of
students and
volunteers
TUTORS
Work with stu-
dents in groups
or one-on-one

Advisory Committee

As previously mentioned, the community must have a feeling of ownership if the all-volunteer ABE program is going to flourish. The make-up of this committee again varies from community to community. On the previous page, suggested agencies under Advisory Committee may not be in existance in the community.

Membership on the committee should represent all segments of the community. Reasoning for some of the specific agencies listed on the chart is as follows:

Sheriff- comes in contact with people who cannot read or fill out complaint forms, accident reports, or offenders who could benefit from education.

Librarian- is a source of information, and often the library has a room that can be used for one on one tutoring. The libraries can also apply for literacy grants.

Ministerial Association- Ministers can be a referral source of students and volunteers.

Senior Citizens- have a wealth of knowledge, have time to volunteer and in some cases are potential students.

Extension Officer- has outreach as a source for potential students as well as volunteers.

Superintendent of Schools- It is important to have the support of the local school administration for referral of dropouts, support, and a location to hold sessions if needed.

Newspaper- a very valuable member as they can promote the program if they have a thorough understanding of ABE. They also have a need to improve reading skills so people can purchase and read their product.

Social Services- as a source of student potential referrals.

American Legion Auxiliary, American Legion- literacy improvement is a State and National project of this organization.

AAUW- source of volunteers.

Altrusa- Another organization with literacy as a State and National project.

Influential People- if they have an interest in literacy, they can provide the contacts necessary to implement a program.

Civic Organizations- often groups such as Rotary, Kiwanis, JC's and Sertoma will become involved in the effort.

Community Club- formed of local business owners and movers and doers of the community.

It is important that the Literacy Council tutors and Women of Evangelical Lutheran Church of America be included in the Advisory Committee. This eliminates "turfdom" and offers a variety of materials, skills, and tutors for the low level reader. However, not every community has a Literacy Council, but there may be some tutors who have had the Laubauch Training. Some Lutheran Church groups also do not wish to become involved with the literacy effort as they are busy with their projects.

The Advisory Committee is established with the following objectives:

1. Provide continuing advice and assistance in initiating and maintaining a volunteer program.
2. Help establish goals and objectives for the local ABE program.
3. Plan strategies to interest and inform the community about the ABE program through effective use of the media—radio, television, newspaper.
4. Review and recommend recruitment policies for the Program which will attract students and reach the most in need, hard to reach student.
5. Be familiar with materials used to instruct students.
6. Provide feedback from the community.
7. Suggest and locate resources.
8. Determine the location of clients to serve.
9. Evaluate the Program annually.

Each Advisory Committee may wish to add other objectives based on their knowledge of the community.

There is no magic number as to how many should serve on the committee, but it is important to have at least 6 to 12 attend the meetings, to provide input and help get things done. You selected people who "know how to get things done" but they must attend meetings if they are to be of value.

The frequency of meetings will be determined by those on the committee. At first the committee will probably want to meet once a month for the first two months to make plans for conducting a "blitz week". Once the program has been implemented and running smoothly, the committee should meet quarterly to analyze what needs to be done, or be updated on the success of the program.

Each Advisory Committee member should be given an assignment description and receive orientation. They should understand the necessity of making a commitment to assist in implementing and maintaining the program.

Keep in mind that time spent in meetings has to be productive—volunteers serving in this capacity want their time to be used effectively and results achieved.

Since this is an Advisory Committee to the Volunteer Leader, it is recommended that the members select a chairman from their membership. The Chairman will meet with the Volunteer Leader to establish an agenda for meetings and conduct the meetings. The clerical volunteer, or someone on the committee, must take and transcribe notes of the meeting to send to the ABE Supervisor. The ABE Supervisor is asked to submit minutes of Advisory Committee meetings with their quarterly report to the State Department of Education.

The ABE Supervisor should be informed of the meeting dates in case they might want to attend.

An Advisory Committee can help set a positive tone in the community and provide great support to the student who enrolls. They can quickly quash negative comments in the community about students who need the program.

As an additional thought, if you know of someone who has been a student or GED graduate, you might ask them to serve on the Advisory Committee. A former student can give good input on how to attract and retain other students.

An additional value of the Advisory Committee is the ability to keep the program ongoing year to year. Should it become necessary to replace the Volunteer Leader, the members of the Committee can recommend a potential replacement to the ABE Supervisor based on their knowledge of the program.

Blitz Week - Student Recruitment

Word of mouth is the most successful recruitment tool; however, the word of mouth has to be started in a community where a program has not been offered or has not had a lot of publicity.

One of the most effective methods to create awareness is to saturate a community for one week with PR material. This method is referred to as "blitz week" and where this recruitment method has been used, it has been quite effective in reaching potential students.

The Advisory Committee should help determine when "blitz week" should be conducted, taking into consideration other events in the community. "Blitz week" should be conducted one week before the program opens.

It is important that the phone number listed on the promotional material is one that someone will be available to answer from morning until late evening. If this is not possible, then an alternate number should be listed, denoting the time to call each number. A potential student gives up easily and can be discouraged if they finally get the courage to call to find out about the program and then no one answers.

The ABE Supervisor will provide the printed promotional materials, but also welcomes donations from local businesses to help defray the cost of the items. Should a business donate to help pay printing costs, their name will be added to the promotional item.

Student Recruitment is a separate committee on the organizational chart and is activated as needed. Often times an organization such as the American Legion Auxiliary or Sertoma, etc. will accept the responsibility of conducting "blitz week". It is essential that a group work on this project as one person cannot and should not be expected to make all of the contacts necessary to have a successful recruitment effort.

"Blitz week" consists of the following:

FLIERS OR BROCHURES are provided to grocery stores to be placed in sacks on their busy days such as Wednesday, Saturday, etc. The grocer will tell you when they have the busiest day or when they are willing to use the brochures. (Some communities have double coupon day on Tuesday which increases the stores activity). Contacts are made to the grocer asking for their cooperation and to determine the estimated number of brochures needed. Banks, clinics, beauty shops, barber shops, locations where people might wait for appointments are asked to lay brochures in their place of business. Some businesses will include brochures or fliers as inserts in bills or paychecks that week.

POSTERS are placed in every possible storefront window or on bulletin boards in laundromats, gas stations, church vestibules, etc. Again, permission is needed and requested in advance.

MINISTERIAL ASSOCIATION- Pastors of all churches in the community are asked to include a message in their church bulletin or to distribute a brochure with their bulletin. This is done on the Sunday of "blitz week". Keep in mind that when people arrive early for church and are waiting for the service to begin, they read everything in sight and the material goes home with them.

NEWSPAPER- Ask the editor to publicize the program, name of contact person, class time and location, and a success story if possible, during that week. The ABE Supervisor should provide a news release announcing the Volunteer Leader and an article could also be prepared listing the names of those serving on the Advisory Committee. All publicity should stress that the ABE program is free to the student, with the only cost to be incurred being the GED testing and diploma.

RADIO AND TV- Utilize the calendar of events which many stations provide; take advantage of interview and call in talk shows which are popular in small communities; ask for PSA time.

ELECTRONIC SIGNS- Ask owners of the sign to put a catchy message on the sign for ABE during the week or use the community bulletin board.

PLACEMATS- Attractive placemats on pastel colored paper are distributed to cafes and bowling alleys, which have been contacted, for use during the week. Some will use them only 1 or 2 days or only at certain times.

TENT CARDS- Some ABE Supervisors have developed tent cards as an alternative for establishments not wishing to use placemats. These take less space and effort for the waitresses and owners.

COCKTAIL NAPKINS- These are available for distribution to bars. Potential students would not read a brochure or poster in the bar, but the napkin will be in front of him/her. (Do you know of anyone who doesn't read or look at a printed napkin placed in front of them?)

BOOKMARKS- The availability of this item varies, but quite often bookmarks can be obtained from Contact Literacy Inc., the Library frequently has a literacy promotion, or Supervisors have access to them. The logical distribution is via the local library.

OTHER- In some communities, the schools have included a flier or article on the ABE program in their newsletter which is sent to all school patrons.

Civic organizations have addressed and paid the expense of mailing a brochure or flier to everyone on the postal roster in their community.

Placemats have been used at major community events such as Church suppers, band parents soup and pie events, bazaars, etc.

RUMMAGE SALES- Recruiters ask those having rummage sales if they will post a poster and put out brochures.

COMMODITY DISTRIBUTION- Some programs have used a former student to pass out information on the ABE program to those standing in line to receive the free commodities. Often the recipients of commodities are potential students. The reason for a former student is to reduce the possibility of intimidation and also to be able to say "I've been there, and I know it can help you."

YARD SIGNS- This is a PR gimmick that each community has to decide on the value of using. Yard signs have to be constructed of material that will last and permission absolutely has to be obtained from the landowner before posting. Yard signs in an area close to the class location can get a lot of attention. USE CATCHY PHRASES AND VERY LITTLE WORDING.

DOOR TO DOOR- This again is a method that every community has to make a decision on use. Some people are turned off by door to door contacts and yet it often is the only way to get the message to those who could benefit from ABE.

By the time all of the above occurs in a weeks time, people are aware of the program. Wherever they go, there is a reminder of the program.

People might question using so much printed material to recruit students, especially if they can't read. Those who read create the necessary word of mouth to reach the non-reader as "blitz week" does create a lot of talk and interest.

By involving the community, you get a more positive support group as they have been informed about the purpose of the ABE program when they were asked to use the promotional materials.

One brochure or one poster by itself gets lost in the maze of posters and brochures that can be found on any given bulletin board. But a "blitz week" saturates the community.

The brochures and cocktail napkins are donated to the Adult Basic Education program by the statewide literacy coalition Coordinators for Adult Literacy.

"Blitz Week" can be modified for each community based on size and business area.

After reviewing this recruitment method, you can quickly understand the necessity of involving a group to oversee the contacts and distribution of materials.

A benefit of "blitz week" not previously mentioned is that some of the material also carries a message about the need for volunteers for the program.

One method yet to be tried is the party line tele-marketing concept. Again each community would have to determine the validity of this method. To implement, an organization would ask each member to take so many names and call them to explain the program and ask them to pass the word to anyone they knew who might benefit from the program.

NOTE: Once the program has started, the best recruitment method is a satisfied student. If they are getting what they need, they will pass the word. The students have a grapevine worth its weight in gold. The reverse is also true if the students are not being served; they will pass the word and recruitment will become a difficult task.

CRUCIAL: It is an absolute must that someone be available to answer the telephone at the number listed. All of the effort put into "Blitz Week" will be for naught if a potential student calls the number and no one answers—very few will call a second time. List an alternate number if necessary. An excellent contact person is someone who is homebound—just be certain they are well trained and informed about the ABE program. Attempt to get the potential student's name and address (this is not always an easy or possible task) so a follow-up contact can be made to answer any concerns or questions they may have, if the potential student does not come to class.

A form is provided for the contact person answering the telephone to record calls on to determine which part of "Blitz Week" generated the call. This will provide information on what worked best in the way of recruitment efforts and you may wish to repeat this portion at a later date or have a mini-blitz.

Additional ideas are generated every time a volunteer leader or coordinator is trained. Some of the latest ideas are:

Put hang tags (such as those do not disturb signs in motels) on the inside of public restroom booth doors.

Put a sticky label with a clever ABE message on the mirrors in public restrooms.

Pass out brochures at a large sporting event.

Ask permission to make a presentation on ABE during half-time of a sporting event.

Find out the hangouts for younger adults and enlist the help of the owner as a recruiter for ABE.

You know your community and what will work and what will not work—the important key is reaching the undereducated, most in need, hard to reach potential student.

Stress the following about ABE when talking to people:

Adult Basic Education personnel keep all records and information confidential.

Adult Basic Education is FREE!

Those who enroll will not lose other benefits such as welfare, etc.

Classes are good places to make new friends.

ABE can give some of the basic skills needed to find a job.

Adult Basic Education is not the answer to all problems, but it can be the beginning of a more rewarding life.

BLITZ WEEK CALLS

Name _____ Date _____

Address _____

_____

Telephone No. _____

VOLUNTEER_____ STUDENT_____

Needs information on:

WHERE DID YOU HEAR ABOUT THE PROGRAM?

Brochure _____	Radio _____	Poster _____
Placemat _____	Church _____	Napkin_____
Tent Card _____	Other _____	

_____

General Information:

Class Location, Sign up and Time_____

Volunteers needed on _____

Publicity

The volunteer who handles this assignment should prepare an item for the media about once a month to keep community interest in the program. The item can cover information such as who the volunteers are, how many students have enrolled, overall information on the program, etc.

After "blitz week" the program could be forgotten, so it is helpful to keep it before the public.

CAUTION: The names of the students should never be printed or revealed without their written permission. A form is provided for this purpose.

At the end of the program year, an article could cover the number of students served, the number of volunteers and hours donated, and number of graduates (of course with written permssion) and their names.

The volunteer may be the person who represents the newspaper on the Advisory Committee or a lay person from the community.

It is suggested that a scrapbook be kept and copies of all articles be sent to the ABE Supervisor.

Clerical

This volunteer plays a very crucial role on the organization chart as they are responsible for gathering all volunteer forms, hours, and student class hours at the end of each month and forwarding the information to the ABE Supervisor.

It is also recommended that this volunteer serve as the Secretary to the Advisory Committee.

The assignment requires about 4 hours per month or even less if the volunteers are faithful in turning in their reports.

It is essential that the clerical volunteer check with all volunteers if they have not turned in their report so the monthly data is complete each month.

The Volunteer Leader may choose to do the clerical portion of the program, but they must keep in mind that reports are due on time to the ABE Supervisor. If reports are late, this distorts the ABE Supervisors report to the State Department of Education.

The clerical volunteer should check with the Volunteer Leader before mailing the report and review the current status of the program with her. In some cases the Volunteer Leader may want the clerical volunteer to gather the data and give it to her for forwarding to the ABE Supervisor.

The Volunteer Leader may also ask the clerical volunteer to type the necessary thank you letters or necessary correspondence for the ABE program.

Tutors - Teacher Aides

Once the ABE program has been established, this corp of volunteers will determine the success of the program and are the ones who will be serving week after week.

Most ABE Supervisors encourage a class session, scheduled at a set time each week, which provides the opportunity for inter-action by the students with other students and volunteers with other volunteers. Alternative times must also be provided as adult learners cannot always fit into one time slot; therefore, volunteers are utilized for one-on-one tutoring sessions.

The Volunteer Leader is responsible for the selection of tutors, keeping in mind that not every volunteer should work with students. An interview will determine selection and placement in the right assignment. Orientation is an absolute necessity as is training on the use of materials and working with the adult learner.

Volunteers are required to keep information about who their student is confidential.

Qualifications for tutors and teacher aides can be found in the section, Assignment Descriptions.

Now that the All-Volunteer Structure has been formed, we will discuss the methods to recruit volunteers, assignment descriptions, orientation, recognition, evaluation and if necessary termination.

Volunteers — Where Do I Find Them?

Volunteers, also known as non-paid professionals, are capable of being a viable force in the Adult Basic Education field. As tax dollars are declining, Supervisors are looking for ways to expand their programs to reach the most in need, hard to reach student with reduced funds. Many progressive Supervisors are utilizing all-volunteer efforts as they realize a person does not have to be paid to provide quality education. VOLUNTEERS CAN AND DO BENEFIT THE ABE PROGRAM.

The volunteer of today is a precious commodity and resource. Years ago the term "volunteer" meant delivering flowers or magazines and mail in the local hospital. Today the volunteer serves in many capacities and has a wealth of knowledge and energy to share.

Volunteers are people who know they have but one life to live and endeavor to make the world a better place than they found it while they are here. The challenge for Leaders is to entice these volunteers to serve in their program, as well as identify them for the services they can perform.

Remember this fact—YOU CAN'T BUY WHAT A VOLUNTEER GIVES!

The volunteer assignment has to be one that is worthwhile and rewarding. It cannot be "busy" work as the volunteer has to feel that they are needed and are making a real contribution. Every volunteer has a reason and need for volunteering and this need must be met by the program or the volunteer will not stay. As with all individuals, they need to feel good about themselves and what they are doing.

Volunteering is not a "one-shot" committment. Most volunteers involve themselves in many activities that affect the life of the entire community in which they live. THEY ARE BUSY, BUSY PEOPLE.

Therefore, Volunteer Leaders have to motivate volunteers to consider the ABE program and utilize the volunteer's talents to keep them interested in the program. The Volunteer Leader also has a challenge to recruit and utilize the services of potential volunteers available to them such as the handicapped, volunteers in probation, low income, unemployed, etc.

PEOPLE WILL VOLUNTEER, BUT THEY MUST BE ASKED!!

According to a Gallup Survey, **66% of people who did not volunteer listed the primary reason as not having been asked.** Of those individuals surveyed when asked if they would be willing to volunteer, 80% said yes.

One of the most overlooked potential source of volunteers, is the male population. Quite often when a list of potential volunteers is compiled, the majority of the names are women. Men can and should be an important part of the ABE volunteer effort.

Following is a chart published in the Grand Island Daily Independent newspaper in May 1988, indicating how American adults donate their time. It is interesting to note that education ranks third highest.

When recruiting volunteers, use your imagination and don't close your mind to anyone in the community - do not make the choice for them; ask them and let them decide. Often times a Volunteer Leader feels that someone would be an asset to the program but fails to ask that person because "they are so busy". Many times that person needs to be asked and would willingly find 2 or 3 hours a week to devote to the program. People, as a general rule, do not step forward and volunteer - they like to be asked. When you begin your recruitment campaign, make a list of people you personally know and ask them. You will probably find names to fit into the categories listed below:

> Next door neighbor, senior citizen, newcomer to town, banker, grocery checker, receptionist, welfare mother, teacher (retired or active), bookkeeper, handicapped person, beautician or barber, homemaker, repairman, nursing home residents or residents of retirement villages, previous GED students, executives, church member, and unemployed. The list is endless; think of any occupation or situation in everyday life and you can find a potential volunteer.

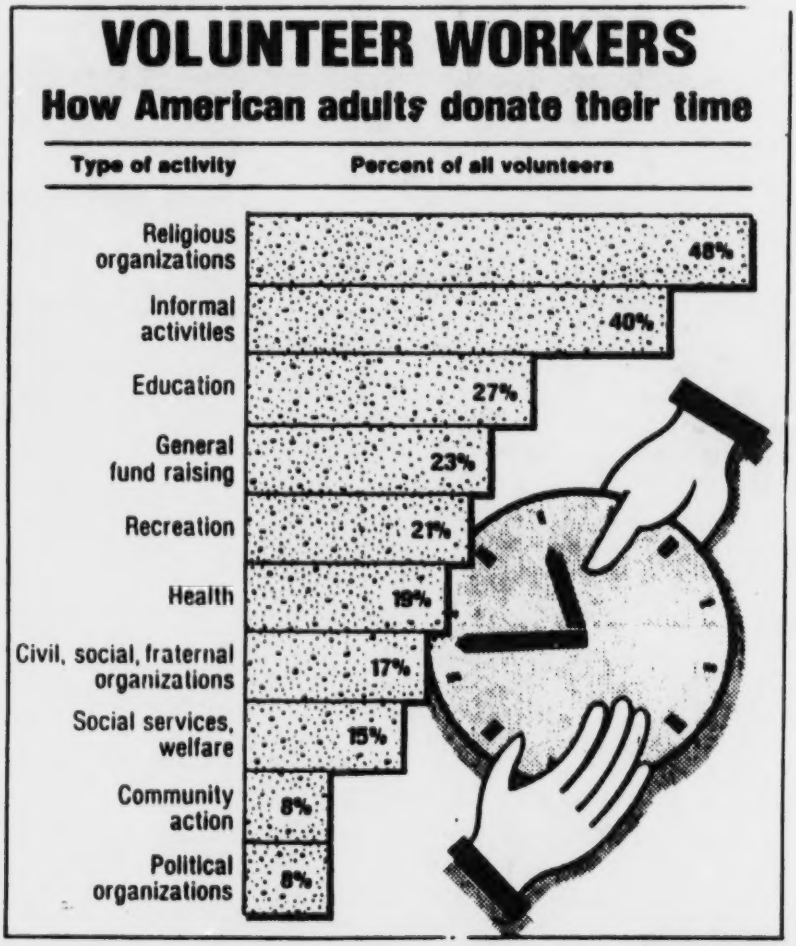
Many people you ask will respond with, "but I'm not a teacher, how can I work in your program?" While basic subject matter knowledge is necessary to a degree, the more subjective attitudes and interpersonal skills of communication are in some cases a higher priority. Volunteers become enablers, motivators, and encouragers as well as sharing their knowledge. Volunteers need to be sensitive, aware, observant and able to respond personally to the students' needs. A volunteer in ABE will possess many of the following characteristics:

> Friendliness and a cheerful disposition; respect for individual integrity and confidentiality; sense of humor; ability to function independently; empathy; willingness to give priority to

the needs of students; reliability; flexibility to accept assignment changes made in the best interest of the students; and ability to do "with" and not "for" the students.

Why do people give of their valuable time?—Only the person volunteering knows why they are giving their time; however, the Volunteer Leader who is adept at interviewing will be able to document the reason. There are as many reasons for volunteering as there are volunteers. An individual may volunteer for one or a combination of reasons. Examples of reasons might be:

They were asked and felt their time and talent would be effectively used; they have an interest in education; have had some teaching training but are not currently employed; to assist in solving problems or to better their community; to gain recognition; to be needed; to work with friends or with a group; to test an interest without pressure to succeed; to ease loneliness; to brush-up on unused skills prior to entering job market; to try something new; fill void caused by retirement; provide diversion from routine job; or to help someone less fortunate.



It's estimated that 48 percent of Americans aged 14 and over do some kind of volunteer work, according to a study.

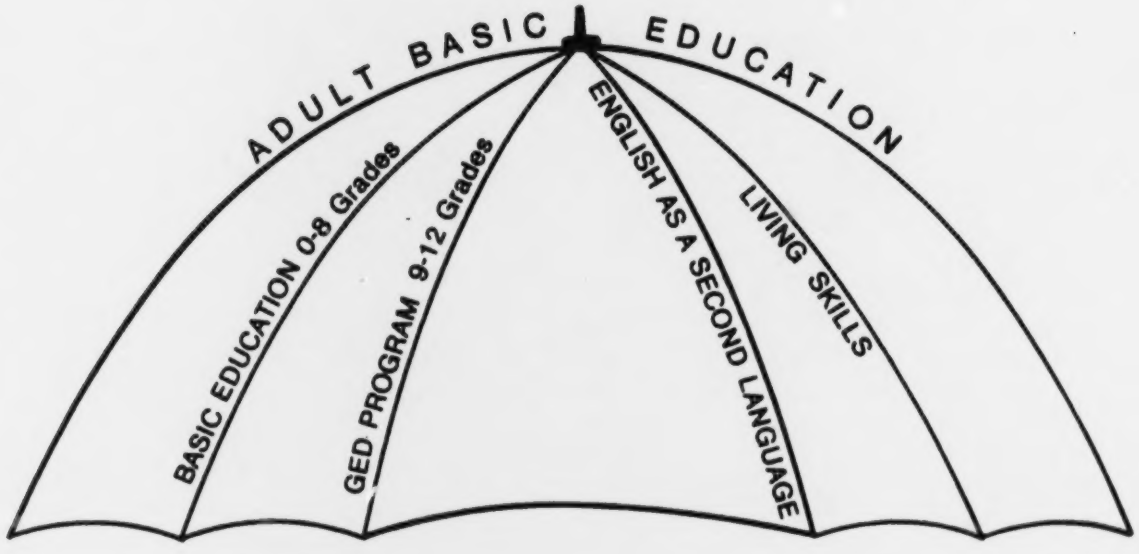
Now that you have a list of people in mind to approach to become a volunteer, you must prepare to ask them. Volunteers have to know what kind of committment they are making and for what purpose, so plan what you are going to say. If you state "Would you be interested in volunteering for the ABE program?" you haven't given the person enough information to make a decision. Prepare your approach with the following outline. Most people will volunteer when asked if:

1. They are given enough information about the program and its purpose. Be sure to stress that the program is Adult Basic Education.
2. They are told what is expected of them and how much time the assignment will require.
3. They can utilize their interests and abilities. (This will help in meeting their need and purpose for volunteering)
4. They are given training, specifics and guidance on how to perform the assignment.
5. They receive satisfaction and/or recognition for efforts expended.

If you are recruiting the volunteer for a specific assignment, also be prepared to show them the Assignment Description.

Prepare a packet of information containing brochures, statistics on potential students and Data Forms, to use in the initial contact with the volunteer.

Some people will know of the program as GED; however, it is important to stress all components of the ABE program. One of the easiest ways to explain the program is through the umbrella concept:



Assignment Descriptions

You can spend an unlimited amount of time on recruitment and give all kinds of thanks to volunteers, but regardless of how much effort you expend, nothing is going to work if you place the person in the wrong assignment. For instance, if a person tells you they want to volunteer to teach someone to read and you assign them to math tutoring, you will lose them faster than you found them. As the volunteer works in the program, you may be able to move them to other assignments, but talk this over with them and explain the reasons.

Recruiting volunteers should not begin until a complete file of assignment descriptions is available. It is important that when someone asks for help they can explain what they want done. You are involving the volunteer in a professional field and should be professional in knowing what is wanted in the line of service. This will enable the volunteer to make an honest committment. Giving the volunteer an assignment description protects both you and the volunteer. It protects the volunteer's rights and gives you a basis for approaching a volunteer who is not living up to his/her responsibilities. It is important that the assignment description be as precise as possible. It is also important that it be open to change - or revamping with the volunteer.

Assignment descriptions should be provided to you by the ABE Supervisor and should include the following information:

1. Assignment Title—adds dignity to any assignment.
2. Hours Requirement—eliminates misunderstanding at a later date. Approximate length of assignment—how long is volunteer expected or willing to serve?
3. Location - learning site - phone number.
4. Supervisor—who does volunteer report to?
5. Basic Skills and Education—indicates skills necessary to get the job done; may also indicate minimum age requirement.
6. Training To Be Provided—indicates training you will provide volunteers such as in-service or one-on-one.
7. Goals and Objectives—lists what the volunteer is expected to accomoplish in working with the students.
8. Assignment Description—what is the job to be done, the purpose and its relationship to the overall program.

The assignment description should be included in the orientation booklet so it is always available to the volunteer for reference purposes.

Using an assignment description and orientation booklet conveys to your volunteers that you are professional in your expectations for them to be professional in their assignment.

On the following pages, you will find samples of assignment descriptions for volunteers. Should you need other assignment descriptions, please let your ABE Supervisor know.

Tutor

Assignment:

Hours:

Supervisor:

Location:

Approximate length of assignment: Beginning Date _____ Ending Date _____

Skills Required:

1. High School diploma or GED.
2. Patience to let student progress at own pace.
3. Ability to analyze students strengths and weaknesses.
4. Flexible - to adapt to students acceptance of activity.
5. Creative - to eliminate repetition and boredom.
6. Observant - to determine if student has hearing or vision difficulty that impairs learning.

Training Required:

1. Attend 45 minute orientation session and observe class.
2. Participate in training sessions held prior to beginning assignment or as in-service.
3. Meet with Volunteer Leader to establish plans to meet goals established by student.

Goals and Objectives:

1. Know the student and the student's goals to help meet them.
2. Provide student with positive feedback.
3. Make sure student learns something before going home.
4. Establish rapport with student to maintain a close relationship.
5. Help student assume responsibility for attending session or contacting tutor, so tutor does not waste time waiting for student.

Assignment Description:

1. Tutor works on a one-to-one basis with student to help student learn and accomplish his goals.
2. Tutor works under the direction of the Volunteer Leader even though sessions may be held in locations other than classroom.
3. Maintains contact with Volunteer Leader and informs her if student has dropped.
4. Assists student in charting goals and keeping record of attainment.
5. Maintains accurate record of student hours and volunteer hours to turn in at end of each month.
6. Makes arrangements with student if unable to meet at the regularly scheduled time.
7. Follows-up when student does not attend tutoring session.

Teacher Aide

Assignment:

Hours:

Supervisor:

Location:

Approximate length of assignment: Beginning Date _____ Ending Date _____

Skills Required:

1. High School diploma or GED.
2. Patience to let student progress at own pace.
3. Ability to analyze students strengths and weaknesses.
4. Flexible - to adapt to students acceptance of activity.
5. Creative - to eliminate repetition and boredom.
6. Observant - to determine if student has hearing or vision difficulty that impairs learning.

Training Required:

1. Attend 45 minute orientation session and observe class.
2. Participate in training sessions held prior to beginning assignment or as in-service.
3. Meet with Volunteer Leader or Lead Tutor to establish plans to meet goals established by student.

Goals and Objectives:

1. Know the student and the student's goals to help meet them.
2. Provide student with positive feedback.
3. Make sure student learns something before going home.
4. Establish rapport with student to maintain a close relationship.
5. Help student assume responsibility for attending sessions.

Assignment Description:

1. Teacher Aide serves in a class setting, assisting more than one student - is available to answer questions.
2. May assist Volunteer Leader or Lead Tutor in registering or testing a new student.
3. Assists student charting goals and keeping record of attainment.
4. Contact student when student is absent from class.
5. Maintain record of volunteer hours.
6. Find a substitute to cover assignment if unable to be at class.

Clerical Volunteer

Assignment:

Hours:

Supervisor:

Location:

Approximate length of assignment: Beginning Date _____ Ending Date _____

Skills Required:

1. High School diploma or GED.
2. Typing - knowledge of copying machines.
3. Knowledge of filing.
4. Ability to follow instructions.
5. Persuasive - to secure reports from other volunteers.
6. Flexibility.

Training Required:

1. Attend 45 minute orientation session to become knowledgeable about the ABE program.
2. Instruction will be provided and given by the Volunteer Leader.
3. Basic clerical background preferred.

Goals and Objectives:

1. Assist Volunteer Leader in accumulating and keeping records.
2. Type or file correspondence and related material for Volunteer Leader.

Job Assignment:

1. Volunteer will take minutes at Advisory Committee meetings.
2. Is responsible for securing a report at the end of the month from every volunteer on the roster or securing the reason for lack of participation.
3. Will type thank you letters, transcribe minutes of meetings to be sent to ABE Supervisor and keep files current.
4. Be responsible for report sent to ABE Supervisor at end of each month (must check with Volunteer Leader before sending report to update Leader on community results.)

Babysitting

Assignment:

Hours:

Supervisor:

Location:

Approximate length of assignment: Beginning Date _____ Ending Date _____

Skills Required:

1. Genuine feeling for children.
2. Enjoy the challenge of keeping children happily occupied while parent is in class session.
3. Creativity to provide educational type of recreation for children.

Training Required:

1. No actual training session is required; however, volunteer will be required to provide references.

Goals and Objectives:

1. Keep children occupied so parent can concentrate on class session.
2. Provide some educational recreation for child.
3. Establish friendship with child so there is no great reluctance at being left while parent attends session.

Job Description:

Babysitter works under the direction of the parent via the Volunteer Leader to meet the needs of the child while the parent is attending session.

CAUTION: Before the implementation of this assignment, the liability provisions of the facility should be thoroughly checked to ensure coverage for the volunteer and the program.

Advocate In Living Skills

Assignment:

Hours:

Supervisor:

Location:

Approximate length of assignment: Beginning Date _____ Ending Date _____

Skills Required:

1. High School diploma or GED.
2. Patience to let student progress at own pace.
3. Optimistic - ability to keep student encouraged.
4. Flexibility - to adapt to students acceptance of activity.
5. Compassion - know when to ease up or expect more.

Training Required:

1. Attend 45 minute orientation session and review materials.
2. Attend planning session with Volunteer Leader prior to meeting with student.

Goals and Objectives:

1. Instruct and train student according to material outline concerning items encountered in everyday living situations.
2. Provide student with positive feedback.
3. Make sure student accomplishes some task, whether small or large, by accompanying and assisting student in purchasing groceries, going to the bank, registering to vote, etc.
4. Keep the student interested by moving towards specific goals.

Job Description:

1. Advocate in living skills teaches the student the basics needed to function in society as well as everyday situations.
2. Advocate works under the direction of the Volunteer Leader.
3. Uses available materials or designs materials.
4. Takes student to sites such as bank, grocery store, etc., to provide student opportunity to use newly learned skills and to experience success.
5. Helps students take responsibility for their learning.
6. Becomes familiar with referral agencies in the community or knows who to refer to students for professional counseling or assistance.

Student Follow-Up

Assignment:

Hours:

Supervisor:

Location:

Approximate length of assignment: Beginning Date _____ Ending Date _____

Skills Required:

1. High School diploma or GED.
2. Patience to listen to student and problems.
3. Pleasing personality.
4. Knowledge of ABE program.
5. Persistance to keep making contacts.

Training Required:

1. Practice script until words come naturally.
2. Previous experience as ABE volunteer.

Goals and Objectives:

1. To encourage the student to return to education.
2. Help student assume responsibility for attending session or contacting tutor, so tutor does not waste time waiting for student.
3. To keep student turnover to a minimum and class attendance consistent.

Assignment Description:

1. Makes contacts to students as needed based on information provided by Volunteer Leader
2. Keep all information confidential - relays necessary information to Volunteer Leader.
3. Maintains accurate record of contacts made.

Recruitment

There is no magic key to recruitment - every Leader develops their own technique based on their needs. The primary rule is: "Do not overlook anyone". Do not decide for anyone that they will or will not volunteer. Ask them—let them make the decision. Now is the time to prepare the list of people who you consider to be potential volunteers. Keep an open mind as you prepare this list. Now that you have the list prepared, make a personal visit or use the telephone to make an appointment to visit with them.

You know your community and have an idea of what will work to inform people of your need for volunteers. As your program develops, you will find that one of the most successful methods is a satisfied volunteer recruiting volunteers. An enthusiastic volunteer can convey a feeling of need for more help in a program in a way that makes people want to say "yes".

As you are recruiting a volunteer, tell them why you are willing to give your time to the program, stressing the benefit to the students.

Always be honest concerning the amount of time the assignment will require, volunteers should have no "surprises" after beginning their assignment.

Have your plan thought out before you start recruiting, so you will know how many volunteers you need and what you want them to do.

If a person is hesitant to immediately say "yes", try to give them reasons to volunteer; but do not twist their arms.

If you are doing a media campaign to recruit volunteers, keep in mind that you will have to interview and place the person in the correct assignment and that not everyone should work with students. The volunteer may have other skills you can utilize in another assignment. If you are not selective, you do what is considered "warm body" recruitment and this creates problems in the overall program.

Use the assignment descriptions when recruiting, so the volunteer has an understanding of exactly what is expected of them.

Involve the Advisory Committee, asking the members to provide names of potential volunteers. If you have a committee representative of your community, they should be able to provide you with names of people you might not know.

Use the news media in presenting human interest stories about the program, volunteers and what is happening. Get the public interested in the human side of your program instead of quoting only statistics. There will be times you will want to quote statistics, but this should be used as a way to get their attention, leading into the human element of your program.

Make use of public service time available through radio and television stations. Use the community calendar, call-in talk shows or interview shows to get your message to the community.

If you are fortunate to have volunteers with artistic talent, ask them to design some clever posters (simple - don't overwhelm people with detailed printed material). Place these posters in locations throughout the community such as beauty shops, barber shops, banks, churches, craft shops, doctor or dentist offices, etc. - the important checkpoint is to place the posters in a heavy traffic area where they will be seen.

Establish contacts in organizations and secure membership lists if available. Turn on the enthusiasm and do some telephone calling.

DO NOT SIGN UP THE VOLUNTEERS OVER THE PHONE. Instead, invite them to learn about your program and set an appointment to discuss it with them.

Be flexible in the amount of time you ask volunteers to commit. Some volunteers will help every week while others are willing to serve as a substitute. It is important that volunteers understand the need and committment they are making when they sign up for every week. Utilize the time the volunteers have available and take advantage of any and all time.

Consider the person you are trying to contact, their lifestyle and then determine the most appropriate time to call. It's difficult for a homemaker to consider your plea when children are returning home from school or preparing the evening meal. Call during the day before school is out. Correlate the lifestyle and time of day in all of your potential volunteer contacts.

Recruitment includes presentations to groups and organizations so be sure to schedule your contacts as soon as possible to be included in the calendar year programs. When making contacts, if the program schedule has already been determined, let the Chairman know you are available for last minute program substitution.

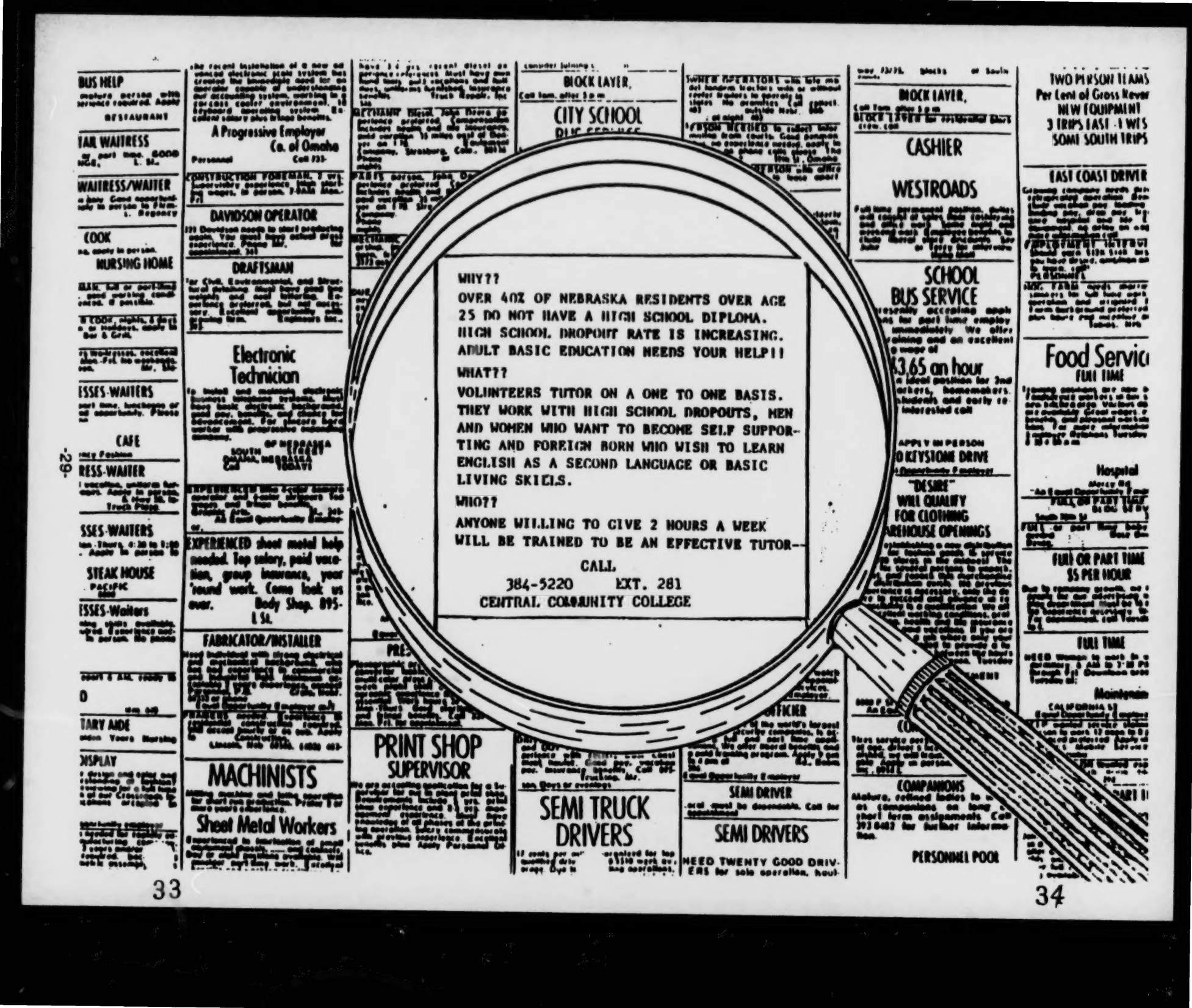
Whenever you make a presentation, attempt to obtain the name of those in the group. Pass a sign-up sheet with name, address and telephone number spaces as well as a space to indicate interest in volunteering or to request more information about the program. Make a follow-up contact within two weeks to the names obtained, whether or not they indicated an interest in volunteering—REMEMBER, PEOPLE LIKE TO BE ASKED TO VOLUNTEER.

A WORD OF CAUTION - when you start recruiting make sure you are ready to process the volunteers responding. Have your orientation booklet, all the forms you need and have a plan for when the volunteer will be needed and for how long.

Be specific in stating your needs - if you need 10 volunteer tutors or teacher aides, say so. Or if you need 1 volunteer in 10 various areas, say so. Don't talk in general terms as every coordinator says they need volunteers - what people want to know is what kind and how many you need.

DO NOT BECOME DISCOURAGED IF PEOPLE SAY NO, just keep in mind they are not turning you down as a person; rather they are saying no to the opportunity you are offering. Do not feel you are failing if you do not get everyone to say yes. Not everyone is interested in education and not everyone feels qualified to help someone else learn.

Also keep in mind that this is why you have an Advisory Committee—if you run out of names, ask them for ideas.



WHY??

OVER 40% OF NEBRASKA RESIDENTS OVER AGE 25 DO NOT HAVE A HIGH SCHOOL DIPLOMA. HIGH SCHOOL DROPOUT RATE IS INCREASING. ADULT BASIC EDUCATION NEEDS YOUR HELP!!

WHAT??

VOLUNTEERS TUTOR ON A ONE TO ONE BASIS. THEY WORK WITH HIGH SCHOOL DROPOUTS, MEN AND WOMEN WHO WANT TO BECOME SELF SUPPORTING AND FOREIGN BORN WHO WISH TO LEARN ENGLISH AS A SECOND LANGUAGE OR BASIC LIVING SKILLS.

WHO??

ANYONE WILLING TO GIVE 2 HOURS A WEEK WILL BE TRAINED TO BE AN EFFECTIVE TUTOR--

CALL

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Help us turn that around. A non reader needs your help to get help. Use the numbers below to turn a statistic into a reader.

It's a big job,
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494-3103

494-1130

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- EARN A HIGH SCHOOL DIPLOMA
- LEARN TO SPEAK ENGLISH
- STUDY TO BECOME A U.S. CITIZEN
- IMPROVE ADULT LIVING SKILLS

PHONE: 695-2630 or 695-2725

St. Paul's Lutheran
Sunday School House
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Tutoring Sessions: Monday 7-9 p.m.
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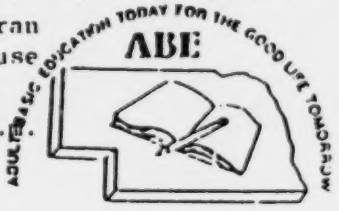


Interviewing

Proper placement of the volunteer occurs only after a well planned interview.

Have the volunteer fill out a data form and use this as the basis of your discussion. Set aside time for the interview at a place and time where you will not be interrupted. If the potential volunteer has just filled out the form, explain that you will need a few minutes to review the form and make them as at ease as possible.

To hurry through an interview is a disservice to both the volunteer and the program as a proper placement may not occur.

Even if you feel you know the volunteer very well, conduct the interview to set the tone for the necessity of being professional and making a commitment. During the interview, be alert to any prejudices or biases the volunteer may have. If the volunteer indicates they wonder about giving the adult another chance because "after all they had their chance in school", you would place them in an assignment other than tutor or teacher aide. If you aren't taking the time to interview, you may find out too late that you have a problem.

USE THE FOLLOWING LIST OF TIPS—KEEP IT HANDY AND REFER TO IT BEFORE EACH INTERVIEW.

1. Prepare for an interview. Review the data form - know what you are looking for.
2. The first job of the interviewer is to make the volunteer feel comfortable. Be a gracious host - don't keep people waiting. Remember that in every interview, there is some anxiety on the part of the volunteer.
3. If the volunteer does not meet the qualifications of the program or you feel they should not work with a student, explore other volunteer options. Be sure the potential volunteer leaves with their self esteem intact.
4. Introduce yourself. Make sure you learn what name the volunteer would like to go by - often a Beverly would prefer Bev - but do not assume this to be fact—ask them.
5. Do not allow interruptions.
6. Note things of interest and mention this to the volunteer. This lets the volunteer know you took time to read the data form.
7. Talk about the program, learn the volunteer's expectations, how he/she learned about the program, etc.
8. Do not take notes in front of the potential volunteer. Instead wait until after the interview, turn over the data form and make notations. Taking notes in front of the person you are interviewing often distorts the interview.
9. Try to ask questions in a conversational style instead of an interrogative style.
10. Do not ask questions that could be considered discriminatory and avoid invading the individual's privacy. Keep the interview on track.
11. Be friendly and alert and be aware of your own non-verbal communication.
12. Be aware of how the potential volunteer is making YOU feel. Why?
13. Try not to have long periods of silence.
14. If you decide to accept the volunteer, set up the day and time for the volunteer to report for orientation.
15. If you are unsure, ask for and check references, then make your decision.

REMEMBER THAT NOT EVERY VOLUNTEER BELONGS IN THE CLASSROOM; however, you can still use their expertise in some facet of the program.

If volunteers have a preference of assignment, try to assign them in that area or explain why it is not possible at the time. Do not let volunteers start with a false conception of their placement. Know your volunteer before you place them.

Keep in mind you are not the only agency looking for volunteers. You can lose a volunteer faster than you can recruit one if you don't place them properly.

Even though you need volunteers, and sometimes many of them, selection and placement must be given top priority. The volunteer and assignment must be well matched if the volunteer is to be satisfied and the program is to benefit from the services.

SHORT CUTS CAUSE PROBLEMS AND DOWNFALLS.

No matter how well you like a person, there may be some instances where you cannot use them as a volunteer - be diplomatic but honest. Be ready to recommend another agency who might be able to utilize their specific talents.

Once the interview is completed and you have decided to place the volunteer, schedule a date for orientation and the beginning date of assignment. Try to schedule this date within a week.

Orientation

An orientation booklet should be supplied by the ABE Supervisor as a reference book for your volunteers - have an adequate supply on hand so that each volunteer has their own copy to keep and refer to. Do not overwhelm the volunteers; but do give them adequate information - to skimp on information is a disservice to the volunteer and to yourself.

Material contained in the sample book in this manual was designed to provide background information on funding and purpose of the ABE program; to provide information on opportunities available; how to become part of the program; what is expected of the volunteer; rights and responsibilities of volunteers; student traits; the assignment description for their position; checkpoints and guidelines. Every item is essential for thorough orientation. Often times the same information is repeated in a different manner - this is done for the purpose of retention of something important. The last sheet is the contract form used by the volunteer to make a professional commitment.

By the time you have reviewed this book item by item with the volunteer, they will know you consider their assignment to be a professional one. Again, a word of caution - be sure the volunteer has time to go through the orientation session - schedule the time - don't be haphazard as good orientation is essential prior to beginning an assignment. **THERE HASN'T BEEN A GOOD ENOUGH EXCUSE INVENTED TO EXPLAIN LACK OF OR POOR ORIENTATION.**

This is an assignment you can delegate to another volunteer, after they are trained, if you feel you do not have enough time. Also, orientation can be conducted on a one-to-one basis or in a group. Do yourself and the program a favor - do not let the volunteer begin an assignment without orientation - you will save yourself a lot of problems and turnover.

After orientation of a volunteer, ask yourself if they know the following:

a. history of ABE.
b. purpose and objectives for which the volunteer will be working.
c. funding sources.
d. how the volunteer fits into the structure of the program.
e. policies relating to procedures and regulations that pertain to volunteers such as parking, locking of building, etc.
f. rules and regulations pertaining to the volunteers and an interpretation of their duties, rights and role in ABE.
g. practical details such as where to leave coats and personal items, smoking regulations, etc. Don't forget to let the new volunteer know where the restrooms are.
h. record keeping (signing in and out, daily record on student's progress, etc.)
i. materials available and how to obtain them.
j. a training plan for the volunteer - it is important that the Leader ask the volunteer what kinds of training would be most helpful.

If your volunteer knows all of the above, you have done a thorough orientation.

Volunteers are a good public relations tool as they share their knowledge about the program and experiences with others. Make certain they understand the ABE program. Time spent on orientation is time well spent and should prevent problems.

One important criteria of orientation is enthusiasm - if the Leader is excited and enthused about the role the volunteer will have, the contagion will spread and the volunteer will start off on an optimistic note - they will expect to enjoy their commitment, find the assignment rewarding and should not encounter any "surprises".

Use the Volunteer Orientation Checklist on page 54 to ensure you have covered all of the items.

The following blue pages contain information to be covered in orientation.
A smaller booklet will be provided by the ABE Supervisor.

ORIENTATION BOOKLET-

ABE Supervisors select their own logo and cover.

Dear Volunteer:

Welcome to the Adult Basic Education (ABE) program. We hope your experience in assisting in our program will be a rewarding one for you.

Your assistance is greatly needed as there are not enough teachers, nor enough money to pay for all the services needed to help people with less than a high school diploma.

By giving of your time and talent, you are adding an extra dimension not only to your life, but also to the life of the ABE student.

By following the guidelines outlined in this booklet, your time will be better utilized to benefit the ABE student, the program and you.

Thank you for offering your help to assist others to enjoy the satisfaction of learning and enabling them to become more productive, employable, responsible citizens. The economic benefits serve both the state and individual in a significant way.

Sincerely,

ABE Volunteer Leader

History Of Adult Basic Education (ABE)

The Adult Basic Education (ABE) program began in Nebraska following the passage of the Economic Opportunity Act in 1965 by Congress. In 1966, Congress enacted the Adult Education Act as part of the Elementary and Secondary Education Act and continued the Act until the present.

The purpose of the Act is to provide education for those adults whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability. The ABE program in Nebraska is to provide learning opportunities for the more than 300,000 adults in the state to eliminate their educational deficiencies and raise their level of competence so that they are less likely to become dependent on others, to improve their ability to benefit from occupational training and otherwise increase the opportunities for more productive and profitable employment and to help them to better meet their adult responsibilities.

What Is ABE?

Adult Basic Education (ABE) is a local, state and national program to provide basic education skills at no cost to the student who is 16 years of age or older and not enrolled in school.

The program has four major components:

- Adult Basic Education for those with less than an eighth grade education.
- English as a Second Language (ESL) for residents wishing to learn to speak, read and write English.
- High School completion for those with less than a High School Diploma credential.
- Living Skills for adults who wish to improve their basic life skills.

There are NO CHARGES TO THE STUDENT for this instruction and students pay only for taking the GED tests and their High School Diploma.

The Volunteer Program

The purpose of the volunteer program is to provide more individual attention to students thereby encouraging and motivating students to stay with the program.

There are unlimited numbers of activities and duties which volunteers have and may do such as providing students with resources and experiences the teacher might not have time to give.

Volunteers also perform valuable services by keeping the program visible in the local community by PR campaigns; serving on advisory committees; doing follow-up survey of students.

Others assist by keeping the required records current.

Assignments are available in the categories of artist, newsletter editor, peer counselor, assisting in graduation activities for the students and others as needed.

The chart on the next page shows the all-volunteer structure used in many small communities.

The Volunteer Coordinator/Leader is responsible for the recruitment, orientation and placement of volunteers, based on needs of the ABE program.

Questions, suggestions, problems, or requests should be brought to the Volunteer Coordinator between the hours of _____ and _____, _____ through _____. The telephone number is _____.

Volunteers will be placed according to their interest, ability and time availability recognizing that needs and confidentiality of students must be the prominent factor.

All applicants are welcome.

In essence, volunteers in ABE are the enablers, encouragers and motivators to help the students want to learn.

VOLUNTEER LEADER

ADVISORY COMMITTEE/ TASK FORCE	STUDENT RECRUITMENT	PUBLICITY	CLERICAL	TUTORS
Proposed: Sheriff Librarian Ministerial Association Senior Citizens Extension Officer Civic Organizations Superintendent of Schools Newspaper Other Serve as advisors and resource input Identify locations to hold class Sources of students and volunteers, etc.	Activate for a month to conduct "Blitz Week"	Prepares information for media once a month	Prepares monthly report of students and volunteers	Work with students in groups or one-on-one

Process To Become An ABE Volunteer

- Data Form—This form provides information to assist the Volunteer Coordinator in your interview and for proper placement in the program.
- Interview—The interview will help determine if this is the right program for you and will aid in placement.
- Orientation—Information covered in this booklet is designed to:
  1. Help you understand the overall program.
  2. Provide you with the necessary information to make your assignment as satisfactory as possible.
  3. Assist you in becoming an effective member of the ABE program.
- Training—The Teacher or Lead Tutor is responsible for proper selection of the students material. However, you should be given training on how to use the materials and information on the student and their goals.

  In-service training will be given at various intervals and your attendance is strongly encouraged.
- Communication—A close working relationship with the Teacher or Volunteer Coordinator will help you attain success in your assignment. Take time to get acquainted with her/him.
- Begin—The Volunteer Coordinator will introduce you and help you get acquainted with your student and other volunteers in the program.

Supervision

The Volunteer Coordinator is responsible for each Volunteer in the program. However, volunteers might be assigned to work in a class situation with a teacher, who then becomes the direct supervisor. In other cases, there may be a Lead Tutor who makes the assignments. In all cases, the Coordinator/Leader should be informed of any problems.

Attendance

Dependability and punctuality ARE NECESSARY. Whomever you are assisting is counting on you beinc there. Remember, even though you are volunteering your services, the COMMITMENT you make i professional.

It is essential that students receive help when needed to keep them from feeling discouraged. This car only occur if volunteers follow through on their schedule commitment. Your time can be more effectivel used if you are scheduled.

Making a commitment to the ABE volunteer program is the same as signing up for a bowling league o bridge club. The time has to be set aside each and every week. If you are unable to work on the da assigned, please trade days with another volunteer or find a substitute.

This may seem like a strict requirement, but the time and effort expended on replacement of volunteer could be better spent to recruit and orient more volunteers to keep serving those wishing to learn.

Please notify the student you are tutoring or assisting if you know ahead of time that you will be absen and make arrangements to make up the time. You will achieve more progress with the student if you meet minimum of two hours each week.

Exchange telephone numbers with your student so you may notify each other if something occurs tha will prevent you meeting for the session.

If illness or an emergency necessitates canceling at the last minute, please call _____

BE REALISTIC IN THE AMOUNT OF TIME you sign up for. It is better to commit for less and give mor time than committing and not being there.

Should it become necessary for you to terminate your commitment, please notify the Voluntee Coordinator/Leader as soon as possible.

Record Keeping

Time Record Sheets

Each volunteer is expected to sign in and out as she/he arrives and leaves. At this point, we must stres that this is a requirement of volunteers and is not an option. Those who are tutoring are also required t report the student and volunteer hours at the end of each month.

Accurate records are vital to a grant program such as ABE for obtaining funds to purchase materials; t provide recognition for services rendered (if you do not record hours, they are lost); for job or characte reference purposes; and for monthly reports to the State Department of Education which are the reported to Washington, D.C.

If you are volunteering at a class site, a time record form will be in a specific location and used by severa volunteers. If you are tutoring one-on-one, you will be given a form, which must be turned in at the end c each month.

Your time will be recorded on an individual form and filed at _____. Pleas indicate on the commitment form, which organization, if any, you wish to have yours credited to.

Daily Student Records

Students in a class setting may have more than one volunteer assisting them within a weeks time. It i important that the material covered and student's progress is entered on a daily log. You will be given mor information on this during your training by the Teacher/Leader.

Recognition

Volunteers are recognized at various times and for intervals of service at an annual awards ceremony. pin has been designed for ABE volunteers and awarded after 50 hours of service; certificates ar presented indicating accumulated hours for service of more than 50 hours.

It is suggested that the certificates, as well as letters, be placed in a portfolio with a list of skills utilized performing the assignment. This will be available for preparing a job resume if the volunteer seek employment at a future time.

General Information

Grooming—Volunteers set the example for students and are asked to dress in a neat, clean and appropriate manner. Overdressing can create a barrier between you and the student.

Personal Belongings—Volunteers are discouraged from bringing large sums of money or other valuables to the program when they work. The program cannot assume responsibility for loss of valuables.

A location should be designated for your coats, etc.

Smoking—Check with the person in charge of the class area as to smoking rules. If tutoring, ask the student if smoking bothers them. If you do not smoke and your student does, give them a break to allow them time for a cigarette.

Insurance—At the present time, there is no provision for volunteer duty insurance.

Working With Students

Confidentiality—In many cases, it has taken a lot of courage for the student to seek our help. Information or the name of the student is not to be discussed outside of the program. Every effort should be made to assure the student his information is confidential, but we also should be careful to not overstress so it makes them feel even more ashamed for needing help.

Money—You are asked **to not loan money** to students. If a student approaches you with a financial need please refer this to_____. Attempts will then be made to secure help from the proper agencies for the student.

Personal Problems—As a volunteer, take time to listen but do not attempt to counsel a student on marital problems, money, etc. Be aware that students in an ABE program have many outside pressures—economic, family, social and sometimes psychological. If the student appears desperate, help should be given at once by referral to those designated as professionals in the community. Students who have other worries cannot study effectively.

Facts To Remember—Students enter the program with fears, hesitation and from all walks of life. Each student has their reason for entering the program, therefore, each has a reason for needing your assistance.

Most students are here because they want to be—not because they have to be.

Coming to class may mean changing personal, occupational or family habits as the adult learner is often a full-time employee in addition to having family responsibilities. They may be physically tired from working at a full-time job, sometimes one that's low in pay but high in frustrations and energy demands. Home conditions or family backgrounds may not be conducive to study.

Some adults feel inferior as students. Performing learning tasks may require a longer time. Scholastic ability may be below average.

Students may be difficult to motivate as they have doubts about their ability to learn, and may become easily discouraged. Many adult students need repeated—even constant—reassurance they are making satisfactory progress.

They may possess social values, attitudes and goals that differ from what we consider as middle class norms. They may seem to live more for today than tomorrow as far as goals are concerned.

The first few contacts the students have with a volunteer are very important. The students have an uncanny ability to analyze whether you are sincere in your efforts to help them.

Personal problems can cause the adult student to be absent.

Checkpoints

As you work with the adult student, be aware of their vision and hearing abilities. The lack of good vision and ability to hear can be a detriment and often overlooked as a reason for difficulty in learning. Also be aware of physical endurance—allow time for breaks.

In your training, you should be made aware of the learning styles—visual, auditory and touch mode—learn these styles so you can work with your student according to their learning style.

When you explain something to a student, don't take their pencil and work the problem—instead have them work step-by-step as you explain what to do.

Student Retention

This is an important factor if the ABE program is to be successful. Often when the student enrolls, they do not realize the work and effort it will require to meet their goals. As reality sets in and they encounter family, social or health problems, many students might not attend well at first. This is where you the volunteer play an important role. The student needs to feel a sense of belonging and achievement. By letting the student know you missed them when they were absent and reassuring them they are making progress, the student's self-esteem will improve and so will their confidence in ability to learn.

If you aren't meeting the students' needs and working towards accomplishing their goals, they will not stay. So be sure they are progressing and not given "busy" work.

Even though your student may be slow at learning, keep in mind that they are adults and do not treat them like a child—don't talk down to them.

Volunteers should talk softly but distinctly to the student.

Sit down with students—don't stand over them. Be aware of any space barriers they have set. Try to approach the students from the front rather than the side or back so they are not surprised or feel intimidated.

When you must correct, show the purpose for the correction.

Communicate a liking for each student through an inner warmth or a gentle smile.

Make every minute count because time is precious to the adult learner as well as to yourself.

Always treat students as equals and not as inferiors.

There are many characteristics that volunteers may utilize in performing their assignment: Patience - Versatility - Analytical - Humor - Optimistic - Understanding - Philosophy - Creative - Perceptive - Flexibility.

It is necessary to develop a good rapport with the students. First—be yourself; second—make them feel at ease; third—be honest with the student; if you don't know, say so, but tell them you'll find out (and then do); fourth—be generous with your praise.

Accept your students for what they are, but view them also for what they can become.

Do not force your values upon your students.

Show your students you care; be sensitive to their needs.

Enjoy sharing yourself and your knowledge.

Deal with the student's reaction to returning to education in a supportive and understanding manner.

Keep information concerning students confidential.

THE STUDENTS ARE DEPENDING ON YOU —— DON'T LET THEM DOWN!!!!

THE VOLUNTEER'S ENTHUSIASM AND SUPPORT IS ONE OF THE MOST IMPORTANT ELEMENTS OF THE ABE PROGRAM.

YOU CAN HELP GIVE THE STUDENTS SOME OF THE BEST HOURS OF THEIR LIVES.....THANK YOU FOR VOLUNTEERING.

TEN COMMANDENTS OF HUMAN RELATIONS

1. SPEAK TO PEOPLE. There is nothing so nice as a cheerful word or greeting.
2. SMILE AT PEOPLE. It takes 72 muscles to frown, only 14 to smile.
3. CALL PEOPLE BY NAME. The sweetest music to anyone's ears is the sound of his or her own name.
4. BE FRIENDLY AND HELPFUL. If you would have friends, be a friend.
5. BE CORDIAL. Speak and act as if everything you do is a genuine pleasure.
6. BE GENUINELY interested in people. You can like almost everybody if you try.
7. BE GENEROUS with praise—cautious with criticism.
8. BE CONSIDERATE with the feelings of others. There are usually three sides to a controversy; yours, the other fellow's and the right side.
9. BE ALERT to give service. What counts most in life is what we do for others.
10. ADD TO THIS a good sense of humor, a big dose of patience and a dash of humility, and you will be rewarded many-fold.

Author not listed on resource page

We leave you with this thought and the most important two letter words----------
IF IT IS TO BE, IT IS UP TO ME.

Tutor

Assignment:

Hours:

Supervisor:

Location:

Approximate length of assignment: Beginning Date _____ Ending Date _____

Skills Required:

1. High School diploma or GED.
2. Patience to let student progress at own pace.
3. Ability to analyze students strengths and weaknesses.
4. Flexible - to adapt to students acceptance of activity.
5. Creative - to eliminate repetition and boredom.
6. Observant - to determine if student has hearing or vision difficulty that impairs learning.

Training Required:

1. Attend 45 minute orientation session and observe class.
2. Participate in training sessions held prior to beginning assignment or as in-service.
3. Meet with Volunteer Leader to establish plans to meet goals established by student.

Goals and Objectives:

1. Know the student and the student's goals to help meet them.
2. Provide student with positive feedback.
3. Make sure student learns something before going home.
4. Establish rapport with student to maintain a close relationship.
5. Help student assume responsibility for attending session or contacting tutor, so tutor does not waste time waiting for student.

Assignment Description:

1. Tutor works on a one-to-one basis with student to help student learn and accomplish his goals.
2. Tutor works under the direction of the Volunteer Leader even though sessions may be held in locations other than classroom.
3. Maintains contact with Volunteer Leader and informs her if student has dropped.
4. Assists student in charting goals and keeping record of attainment.
5. Maintains accurate record of student hours and volunteer hours to turn in at end of each month.
6. Makes arrangements with student if unable to meet at the regularly scheduled time.
7. Follows-up when student does not attend tutoring session.

TO: _____

ABE Volunteer Coordinator/Leader

I have received, read and I understand the duties of a volunteer in the Adult Basic Education program. I wish to commit the following day(s) to serve in the assignment of:

Day(s) _____

Time(s)_____

Assignment _____

I also understand the requirement of recording the time spent on the assignment and the importance of submitting the hours at the end of each month.

I am willing to fulfill the obligations of an Adult Basic Education Volunteer.

Signed: _____

Date:_____

I request that my hours be credited to the _____ organization.

This form is to be filed with data form and time record for each individual volunteer.

Training

This manual does not contain a method of training volunteers in the classroom or for tutoring as there are as many teaching techniques as there are Supervisors in ABE; therefore, the Supervisor should train the volunteers on their methods of instruction.

The training program in ABE does not necessarily have to be extensive, but some training is necessary. The Supervisor will assist the Leader by training the first group of volunteers; then a training volunteer should be identified for future training (if the Volunteer Leader so choses). The Leader plans the curriculum for the student and the volunteer is trained to implement the plan using the guides in the workbook. Confidence in their ability to assist the student is gained by the volunteer in training sessions. Volunteers, as with anyone, perform better when they know what they are doing and why. Keep in mind volunteers are willing to give of their time or talent but are often hesitant because of lack of specific training.

Keep in mind that the more training and information you give a volunteer, the more effective they will be, the students will benefit and the final result will reflect favorably on the program.

You will not insult a volunteer by training them; however, they can be quickly turned off if they feel the assignment they are performing isn't important enough to require some training.

Volunteers should be included in conferences and workshops and should be encouraged to attend in-service programs provided by the ABE Supervisor.

DO NOT HESTIATE TO LET THE ABE SUPERVISOR KNOW IF YOUR VOLUNTEERS NEED OR WOULD BENEFIT FROM ADDITIONAL TRAINING ON SPECIFIC ITEMS. **TRAINING IS ESSENTIAL FOR A SUCCESSFUL ABE PROGRAM.**

At some point during the training sessions, cover safety procedures for your learning site, what to do in case of tornado, fire, etc. Ask the volunteers for input on what they would like to have covered in in-service meetings.

Determine if they would like to meet monthly or every other month, in a group, to discuss problems, needs, or successes. Much can be gained by sharing what's happening with other volunteers in the program.

Evaluation

In the forms section of this manual, there are forms for individual volunteer evaluation and overall program evaluation.

The Advisory Committee and Volunteer Leader should evaluate the all-volunteer program at the end of the first year and submit the result to the ABE Supervisor. This evaluation process provides input from those involved in the program and helps identify the strengths and or weaknesses of the program. This will help maintain the program as long as it is needed in each community, as well as identify any need for additional training from the Supervisor.

As with any professional assignment, there should be an evaluation process for the volunteer. Many people tend to avoid this part of a structured program for fear of hurting the volunteer's feelings, being afraid of losing a volunteer, not wanting to take the time to perform the evaluation process, or in some cases not considering it a necessary part of a program. More and more volunteers are using their volunteer service as job reference and many businesses are asking for previous volunteer experience on the application form. If ABE is to give job reference information, accurate records and evaluation are essential. Also not taking time to let a volunteer know how they are performing can create problems. For example, you have an outstanding volunteer but you never take time to let them know just how much they contribute. The volunteer will start to feel taken for granted or wonder if they aren't doing as well as expected. Everyone likes to be told when they do something well and volunteers are no exception. On the other hand, if a volunteer is not fulfilling your expectations and you don't tell them otherwise, they will assume they are doing what you want them to do.

Evaluation should not be a painful process for you or the volunteer if you have followed the steps outlined in this manual: interview for proper placement; review of assignment description with volunteer; orientation and training.

Evaluation should not occur only when you have accumulated a series of problems or when the volunteer has completed the assignment. Problems should be discussed as they occur and praise should be given at the time it is warranted. Evaluation of overall performance should be done at the end of six months service and then at least once a year. During the evaluation, identify strengths as well as any areas where improvement is needed. If there are problem areas, establish a plan and dates for additional training, if needed; then set a date for a second evaluation.

By establishing a routine for evaluations, the volunteer will not feel they are being singled out.

Evaluation also provides the basis for recognition, promotion or termination. By documenting performance, you do not rely on memory or an isolated situation. A quality program relates closely to the evaluation process.

Recognition

Recognition must be provided for your volunteers if you are to have a successful and continuing program. There are numerous ways to provide recognition and it is the responsibility of the ABE Supervisor to guide you in implementing those which meet the needs of the volunteer and the budget of the program. Volunteers are individuals and it is important to realize that everyone needs positive reinforcement to work at their full potential. What meets the needs of one may not meet the needs of the other one; it is doubtful that any two volunteers will need the same type of recognition to motivate them. Even though volunteers are first to say "we don't need recognition" or "we don't do it for recognition" they do need and appreciate being recognized.

Recognition Must Be Sincere

Examples of recognition are:

Promote a volunteer to another assignment as progress in their present assignment is made. Example: A volunteer who excels in tutoring could be utilized to orient new volunteers or used as a presentor at in-service training session.

A recognition ceremony, no matter how elegant or how simple, should be held on an annual basis. Often times an organization will accept providing the recognition for ABE volunteers as their project.

In ABE, volunteers receive a thank you note for under 50 hours, a volunteer pin designed for ABE for 50 hours of service, and a certificate indicating accumulated hours after 50 hours of service. A certificate of appreciation not only says thank you in a professional way, it can be and should be placed in the volunteers portfolio.

Individual recognition using terms such as "we missed you last week when you were absent," "how was your vacation," "thanks you are a great help," "Susie is certainly advancing with your help," etc.

Birthday cards or a personal letter of appreciation on the volunteer's service anniversary date might be sent by the ABE Supervisor (if budget allows) to let the volunteer know they are appreciated and not taken for granted.

Letters of reference for work credit will be appreciated by the volunteer who finds it necessary to seek paid employment.

Involve volunteers in policy making decisions for the volunteer program, utilize their input whenever possible, and recognize them for the changes and contributions they make to the ABE program.

We all like to be "stroked" and it takes so little effort.

Volunteer Leaders will be notified when National Volunteer Week has been scheduled and provided with information on what to do for the volunteers in the ABE program.

Following is an article from the newsletter published by the Nebraska Organization of Volunteer Leaders (NOVL):

RECOGNITION. . . .YEAR AROUND!!!!

National Volunteer Week is a traditional time for recognizing the many hours given by our volunteers. . .but as volunteer leaders we know the importance of ongoing recognition throughout the year. Here are some suggestions for your files. . . .

- bulletin board with pictures of "volunteers in action" (Don't forget the confidentiality of your students, though).
- send Christmas and other special occasion cards.
- take a Polaroid picture of your volunteer on the job and enclose it with a thank-you note.
- list volunteers and what they have done in your ABE Supervisor's newsletter.
- give package of Lifesavers with note, "You are a lifesaver—thanks for volunteering!"
- give a small loaf of bread with note, "Our volunteers don't loaf around."
- give decorative eraser with note, "There is no mistake, you are sharp!"
- for the 4th of July give a sparkler with a note about the sparkle they bring to the job.

- give a candy mint with note, "Our volunteers are worth a mint!"
- give a package of flower seeds with note, "You have helped us grow."
- if volunteer is employed somewhere, send a note to his/her employer expressing the benefit of his/her volunteer time to you.
- leave candy kisses at the volunteer's work site.
- ask a volunteer's minister to recognize him/her in the bulletin during a service.
- arrange to have names read periodically on a local radio station.
- low budget? — have an "Un-Tea Party" — mail a tea bag and a thank you note telling your volunteers to relax and have an "un-tea party" in the quiet of their homes.
- give a four leaf clover (real or picture) with note, "We feel lucky to have you."
- make a display at the public library with pictures of your volunteers on the job.

nvolve your Advisory Committee in determining other ideas to recognize all of the volunteers in your :al program. Caution: do not spend money on recognition without first consulting with your ABE pervisor.

'he most important recognition is calling your volunteers by name followed by a genuine smile and ank you.

Certificate of Appreciation

to

_____

The Adult Basic Education Program hereby recognizes and extends a thank you for volunteering _____ hours of time and talent to enhance the opportunity for others to learn.

(Date) _____, 19_____

_____ _____

Director, Adult Basic Education — Chairman, Volunteer Advisory Committee

_____ _____

Supervisor, Adult Basic Education — Volunteer Project Consultant

_____

Volunteer Coordinator

ADULT BASIC EDUCATION TODAY FOR THE GOOD LIFE TOMORROW

Terminating

Termination is a term that creates concern used in conjunction with a volunteer. But the time has come to take such steps if volunteers are being used in a professional manner. Termination is never an easy task but it is one that must be done eventually if wrong placement has occurred.

If termination is necessary, it must be accomplished in a tactful way. Suggest other assignments the volunteer could perform in your program of if the problem warrants termination, suggest other agencies as an alternative. **Terminate but don't alienate.** Evaluation of the volunteer's performance will assist in this task. If you have faithfully evaluated and discussed the volunteer's performance, you are not going to have as difficult a task as it otherwise could be.

Do not let the thought of terminating a volunteer cause you a great amount of concern. If the wrong placement has occurred or the volunteer is dissatisfied, they will probably discontinue volunteering before you have to take action. The only time you will not want to hesitate to take action is if the volunteer is discussing the students by name in public - this action cannot be allowed to continue as it will hurt your program.

Forms

As with any structured program, there is a necessity for forms and record keeping.

The volunteer has a right to expect that forms are kept for reference purposes, possible work credit and tax purposes. The ABE program needs forms to document volunteer time for funding purposes as well as matching the volunteer to the proper assignment, to have a record of time spent for recognition and to promote or terminate.

The forms in this manual were designed for ABE. The ABE Supervisor for your area may have made some minor changes and it is recommended that you use the forms provided to you. Feel free to suggest changes but do not spend time re-inventing the wheel.

Record keeping is a necessity as we have to provide documentation to the ABE Supervisor who in turn submits a report to the State Department of Education for forwarding to Washington, D.C.

You as the Volunteer Leader and your clerical volunteer should decide who is responsible for keeping and maintaining the official file on the all-volunteer ABE program. This file should contain:

Data forms on each and every volunteer.
Time record sheets for each month.
Student records and contact hours.
Orientation checklists and commitment forms for each volunteer.
Minutes of Advisory Committee meetings.

The most organized method is to prepare a file folder for each volunteer containing the Data Form, Orientation Checklist, Commitment Form and Individual Time Sheet. Another file folder should be prepared for each student containing a daily log sheet of progress, registration form and other necessary information. It is suggested that minutes of the Advisory Committee minutes be kept in a notebook along with newspaper clippings promoting the ABE program.

At the end of the program year, an evaluation form should be prepared for the volunteer and placed in the file.

The ABE Supervisor will guide the Volunteer Leader on what forms are required in their area.

KEEP COMPLETE RECORDS BUT KEEP THE SYSTEM AS SIMPLE AS POSSIBLE. KNOW WHO IS RESPONSIBLE FOR KEEPING WHAT RECORD.

Data Form

The information requested on this form enables the interviewer to determine many factors:

Previous Volunteer Experience - can be used for reference purposes - allows you to ask why they left that assignment - gives you some idea as to their knowledge about being a volunteer and making a commitment.

Special Skills, Training, Interests or Hobbies - you may be able to match a student and volunteer via the interests they share; or you may be able to use interests or hobbies of a volunteer as a learning session in living skills for your students; or they might be able to use their training effectively in tutoring a student with special needs.

Membership in Organizations - tells you if they are community minded and a "mover and doer" or a "joiner"; whether they are too busy to have time for a strong volunteer commitment; can be used as valuable contacts for volunteer recruitment or opening the door to involving their organization in the ABE program.

Transportation - do they have their own car; will they have to rely on someone else to bring them; will the method of transportation affect their reliability or schedule commitment?

Assignment Selection - what areas are they interested in; if they aren't suited for a tutor or teacher aide assignment, do they have another interest you could assign them to?

How Did They Learn of the ABE Volunteer Program - assists you in determining which method of recruitment has been effective.

Local References - gives you an opportunity to check references if you have any concerns about the potential volunteer.

Person to Notify in Case of Emergency - allows you to be prepared to handle any situation which may arise.

Other Questions on the Form are self-explanatory.

Use the back of the form to make any notes concerning the volunteer and for documentation purposes. It is best to make notes after the potential volunteer is gone. Making notes in front of them could make the potential volunteer feel uneasy.

NOTE: IT IS IMPORTANT TO ENTER THE REASON FOR VOLUNTEER LEAVING THE PROGRAM AS THIS MUST BE REPORTED TO THE ABE SUPERVISOR AND THE STATE DEPARTMENT OF EDUCATION.

ADULT BASIC EDUCATION VOLUNTEER DATA

Name _____ Date _____

Home Address _____ ABE Location _____

Telephone Number _____ Birthday Month _____ Day _____

Highest Level of Education Attained _____

Current Occupation _____

Place of Employment _____ Work Telephone No. _____

Previous Volunteer Experience _____

Special Skills, Training, Interests or Hobbies _____

_____

Have You Ever Taught Adults? _____

If So, Give Examples of Experience or Where _____

What Other Languages Do You Speak? _____

Membership in Civic, Church, Service Organizations _____

_____

Do You Have Transportation? _____

Time You Have Available for Volunteer Work:

Hours Per Week _____ Days: Mon _____ Tues _____ Wed _____ Thurs _____ Fri _____

Regularly Each Week? Yes _____ No _____ Times Available: Morning _____ Afternoon _____ Eve _____

Why Do You Wish to Volunteer For The ABE Program? _____

_____

Check Assignment You Are Volunteering For:

_____Tutor	_____Teacher's Aide	_____Advisory Committee
_____Student Recruiter	_____Clerical	_____Student Follow-Up
_____Publicity	_____Artist	_____Newsletter
_____Advocate In Living Skills	_____Volunteer Leader	Other _____

How Did You Learn About the ABE Program? _____

_____

Please List Two Local References:

Name _____ Name _____

Address _____ Address _____

Phone Number _____ Phone Number _____

Person to Notify In Case Of Emergency: _____

Relationship: _____

Address: _____

Phone Number: _____

Further Comments or Information You May Wish To Offer: _____

_____

Rev. 6-88 0206

Adult Basic Education Volunteer Data (Continued)
(office use only)

Date of Interview:_____ Interviewed By:_____

Volunteer's Preference of Assignment or Subject:

_____

_____

Assigned To Following Students:

_____ Date_____

_____ Date_____

_____ Date_____

Reason for Volunteer Terminating Assignment:

_____

_____

_____

_____

_____

Date:_____

Orientation Checklist For Volunteer Tutor/Teacher Aides

Volunteer Name_____

	Date & Initial
Data Form and Interview Completed	
Planning Session with Leader:	
Materials available	
Time schedule to work with student	
Students:	
What limits to set	
Special needs of individual students	
Goals set by students and what to expect	
Location of Time Record Sheets	
Entries in Student's Daily Record	
Time established for follow-up planning sessions and informal discussions	
Location of Restrooms, Break Rooms, Etc.	
Orientation Booklet Given and Covered with Individual Volunteer	
Commitment Form Signed by Volunteer	
Introduce to Student	
Express Appreciation to Volunteer	
Miscellaneous: Remind Volunteer and Student to exchange telephone numbers and establish a communication system for any schedule changes	

BE SPECIFIC

0207

Schedule

This form only takes a few minutes to prepare and is necessary. The schedule form keeps a written record of volunteers, their schedule, who they are tutoring and where the tutoring is occuring. The written record is essential in case the Volunteer Leader becomes ill, or for some reason is unavailable to the program personnel.

Should a volunteer wish to change days or times with another volunteer, the schedule form is a quick reference and eliminates guess work and wasting time. As with any structured program, it is necessary to document who is doing what and where.

By keeping this type of schedule, you don't take a chance on remembering who is doing what and when.

The ABE Supervisor may be in your town and wish to visit with the volunteers and students who are meeting; a quick glance at the form will show if you have any sessions to visit.

Adult Basic Education
Volunteer Schedule

Week Beginning _____ Location _____

Name	Assignment	Hours				
		Mon	Tues	Wed	Thurs	Fri

Adult Basic Education
Volunteer Time Record

cation _____

_____

Date	Name	Assignment	Time In	Time Out

Volunteer Time Record

A very self-explanatory form designed for all volunteers to log their time in and out. As explained in the Orientation Booklet, it is not an option, rather it is a requirement that volunteers log their hours. Each and every volunteer should sign for the volunteer work they perform including the Advisory Committee, student recruiters, publicity, student follow-up, clerical and Volunteer Leader, in addition to the tutors and teacher aides.

Volunteers are responsible for logging their own time but it is the responsibility of the ABE program and Volunteer Leader to provide the form in an established location, if meeting in a class setting. For volunteers who are tutoring a student, there is an alternate form that resembles a calendar. No matter which form the volunteer uses, the time record must be turned into the clerical volunteer at the **end of** each month.

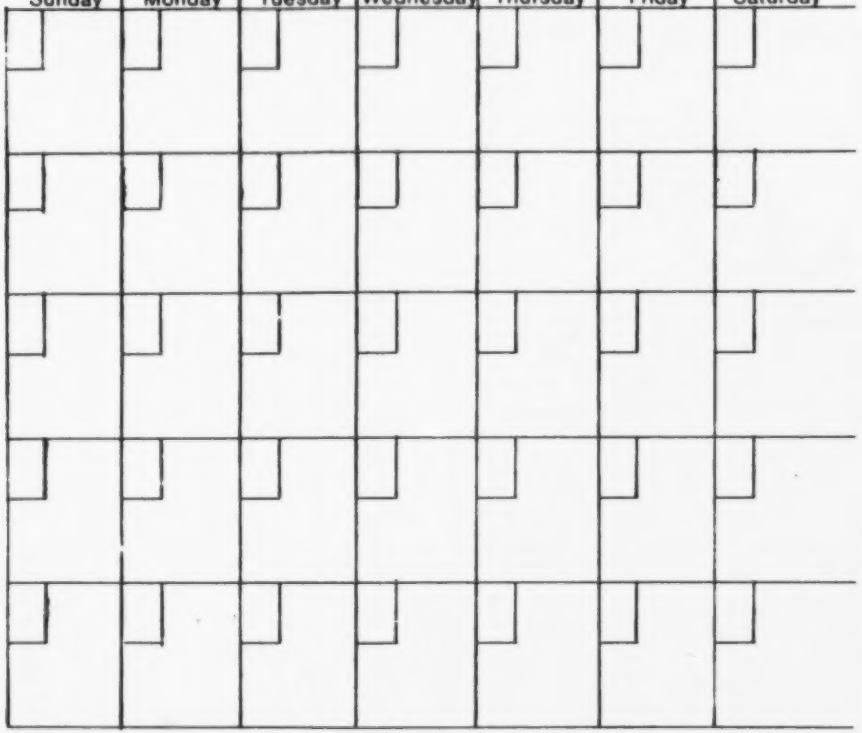
If the volunteers are reluctant to keep a record of time spent, remind them that this affects funding for the ABE program; hours for recognition purposes as well as reference letters; and tax deduction claims.

The supply of forms is obtained from the ABE Supervisor.

Individual Volunteer Time Record

Month _____

Volunteer _____



Fill in Student's name and hours spent tutoring in appropriate date.

Comments concerning progress of student or any suggestions you have:

_____

_____

_____

_____

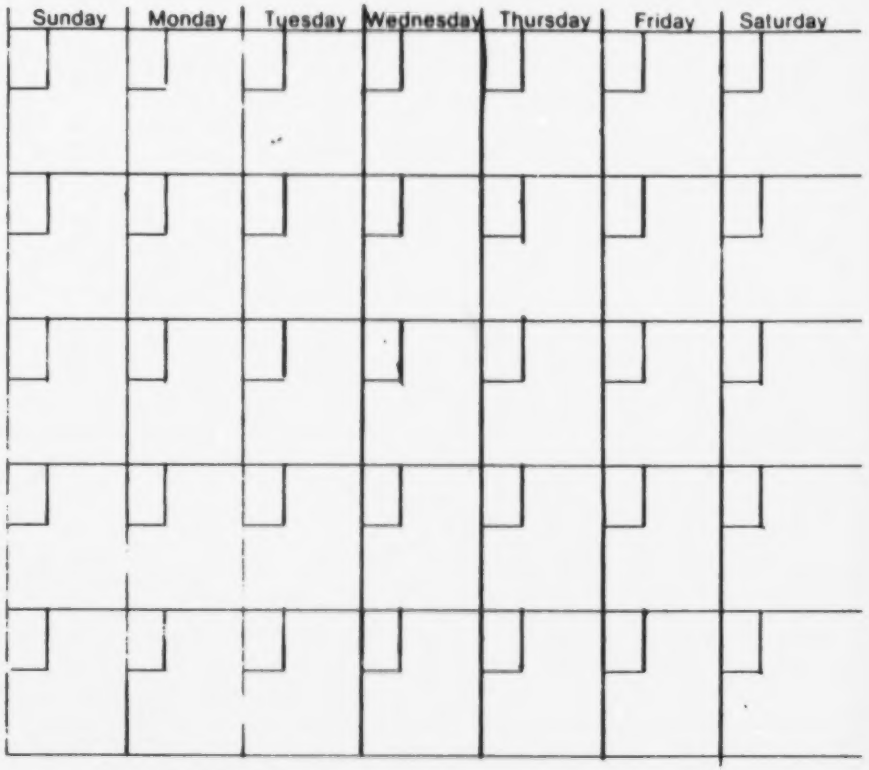
Please send to _____
at the close of each month. THANKS!

0209

Individual Volunteer Time Record

Month _____

Volunteer _____



Fill in Student's name and hours spent tutoring in appropriate date.

Comments concerning progress of student or any suggestions you have:

_____

_____

_____

_____

Please send to _____
at the close of each month. THANKS!

0209

Individual Time Record

This form is kept at the Supervisor's office and it is an optional form for the all-volunteer program. The clerical volunteer may be willing to keep the individual record posted, which is ideal, and in the volunteer's file. This form can tell a complete story of what has occurred with the volunteer in a years time.

Some volunteers like to have time reported to an organization so credit can be obtained by that organization. This should be entered on the form so when the year is totaled or the volunteer leaves, this is not overlooked.

Should the volunteer be on vacation or be on an extended sick leave, this can be entered in the months affected to show why there is a break in service.

At the time the volunteer resigns or terminates, the reason should be entered following the last time entry.

A record of awards (recognition) such as a letter for x number years of service; birthday or get well card sent; letter of appreciation; letter of reference provided; etc. and date of such action.

Evaluation dates and comments should also be recorded.

On the monthly report form, hours are divided into categories. To make it simple to fill out the report, hours should be color coded; for example: blue - tutor and teacher aide; green - Advisory Committee; red - student recruitment; orange - clerical and so forth. By using the color coding, it will simplify the report procedure.

The total for the previous year should be carried to the next year and entered just above the column Month Total — this provides a cumulative total if the volunteer has more than one years service.

This is a confidential record and should be kept in a file folder for each volunteer and should not be seen by other volunteers. The exception would be when a volunteer is doing your clerical work and has been covered very thoroughly on confidentiality.

The forms can be obtained from the ABE Supervisor.

Individual Time Record For Adult Basic Education Volunteer Program

Name _____ Assignment: _____

Phone _____ Organization Credit To Be Given To: _____

YEAR:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Month Total
July																																
Aug																																
Sept																																
Oct																																
Nov																																
Dec																																
																																6 Months Total
Jan																																
Feb																																
Mar																																
Apr																																
May																																
June																																

6 Months Total _____

12 Months Total _____

Awards _____ **Date** _____ **Evaluation** _____

Publicity Consent Form

Protect yourself and your ABE program by using this form. Whenever you are going to use a picture of your students or volunteers in the news media (newspaper, TV, etc.) be certain you have a signed consent form on file.

You may have excellent rapport with your students and volunteers but you never know when this might change due to a comment made to them by someone in the community about seeing their name or picture.

Often a photographer likes to take several pictures; if you have someone who prefers not to have their picture taken, ask them to move completely out of the area so the camera does not accidently pick them up.

This form takes just a few seconds to explain and obtain a signature but could save you hours of work later.

A picture tells a thousand words and is an excellent PR tool, but only if the participants have agreed to be photographed.

The forms can be obtained from the ABE Supervisor.

TO WHOM IT MAY CONCERN:

I hereby give permission to the Adult Basic Education Program sponsored by the _____ Community College Area to use my picture in a presentation or news release concerning what is happening in the classroom.

Signed _____

Date _____

Witness _____

0211

TO WHOM IT MAY CONCERN:

I hereby give permission to the Adult Basic Education Program sponsored by the _____ Community College Area to use my picture in a presentation or news release concerning what is happening in the classroom.

Signed _____

Date _____

Witness _____

0211

EVALUATION FORM

Volunteer's Name | Date | Assignment

Months of Service

Attitude toward assignment:

Attendance:

% | # hours given | Called in when could not report?

Relations:

With students:

With paid staff:

With other volunteers:

Benefits to students and staff from working with this volunteer:

Recommendations for:

Future Training

Future Assignments

Signatures:

Evaluating Supervisor _____ Date _____

Volunteer _____ Date _____

0212

VOLUNTEER:

How many hours do you work weekly? _____

What duties do you perform as a volunteer? _____

_____

Does the teacher/leader provide you with adequate instruction on how to work with students?
Yes_____ No_____ Why? _____

_____

Are you satisfied with your assignment? Yes_____ No_____

What part of your assignment do you enjoy most? _____

_____

Do you feel you are well accepted in the the program by the:

a. Students?_____
b. Teacher/leader?_____
c. Coordinator?_____

Do you feel the general orientation program helped you understand why volunteers are needed and how you personally could help? _____

_____

_____

Do you feel your services are helpful? Yes_____ No_____

What additional training, skills, and techniques do you need? _____

_____

How do you think the program can be improved? _____

_____

Does the teacher/leader discuss students' goals and performance with you? _____

Does the teacher/leader and other staff express appreciation to you? _____

_____

Do you plan to continue as a volunteer? _____

_____

Any comments you wish to make? _____

_____

_____
Signed (ONLY IF YOU WISH)

ABE TEACHER/LEADER

Do volunteers have good rapport with the students? _____

_____

Do volunteers help motivate students? _____

_____

Do students enjoy having volunteers help them? _____

_____

Has the volunteer helped increase your efficiency? _____

Why? _____

Has the volunteer helped increase you efficiency? _____

How? _____

In what areas is the volunteer most helpful? _____

_____

Do you feel the volunteers are adequately oriented prior to being placed in an assignment? _____

_____

What additional training, if any, does the volunteer need? _____

_____

What suggestions do you have to improve the training or efficiency of the volunteer? _____

_____

Is the volunteer happy in his/her work? _____

_____

Should volunteers be encouraged to continue in the program? _____

_____

Were you adequately oriented to the impact volunteers would have on the program? _____

_____

Comments you wish to make? _____

_____

_____

Signed

This should be done in narrative form and contain overall analysis of program.

REPORT BY VOLUNTEER COORDINATOR:

1. Involvement of volunteers - # in each assignment

2. Services performed by volunteers:

   IN CLASSROOM

   OUTSIDE CLASSROOM

   FOR INDIVIDUAL STUDENTS OUTSIDE OF CLASSROOM

   CLERICAL FOR VOLUNTEER PROGRAM

   CLERICAL FOR VOLUNTEER PROGRAM

   OTHER

3. Training and supervision

4. Books and materials:

5. Teacher reaction:

6. Problems and difficulties encountered in implementing volunteer program:

7. Comments:

DIRECTOR OF ADULT BASIC EDUCATION:

What has been the general reaction of your teachers to volunteers? Good___ Fair___ Poor___

Have volunteers relieved your teachers of non-professional asks? Yes_____ No_____ Why?_____

_____

Are the teachers happy with what the volunteers are doing? _____

Have the students benefited by having volunteers help them? _____

Do the students seem to respond and relate to the volunteers presence and interact with them? _____

_____

Have volunteers established sound working relationships with the volunteer coordinator staff? _____

_____

What additional skills or techniques do you feel the volunteers need? _____

_____

Do you feel the volunteers are adequately oriented prior to being placed in an assignment?_____

_____

What suggestions do you have for improving the training or efficiency of volunteers? _____

_____

Has the procedure for assigning volunteers to class or students been satisfactory? _____

What problems have been encountered in this area? _____

_____

Were you and your staff adequately oriented to the impact volunteers would have on the program?

_____

Has the state volunteer coordinator provided you with philosophy on use of volunteers and kept you informed on all phases of the volunteer program? _____

_____

Is the volunteer happy in his/her work? _____

What additional comments or suggestions can you make to improve the quality of the volunteer program? _____

_____

Student Retention and Follow-Up

Nothing is more discouraging to the Volunteer Leader than to have students enroll, tested, attend once and never show up for class again. Not only does this discourage the Volunteer Leader, it also discourages the volunteer and they begin to have self doubt about their ability to teach an adult.

At this point it is necessary to understand why the adult learner does not attend on a regular basis. Again it is impossible to determine every reason but following are some thoughts and examples:

Some students will decide they are not interested or have gotten all from the program they wanted. (Achieved their goal). Some students might indicate they would have stayed but weren't getting much meaning in their lessons from instructors who were not friendly.

Some students may have jobs with fluctuating hours and schedules; there may be illness in the family, they may have poor health and stamina; may not have transportation; may not feel they have the right kind of clothing to fit in with others in the class; the family may not be supportive of education, etc.

The important element is that you follow-up and make contact to determine what the problem is. When talking to the student, give them your undivided attention and listen to what they are saying.

When the student is in class, be sure they are spoken to and recognized with a "Hello" or "Good-bye" "See you _____". These may be the only acknowledgements that student has had during the day.

Make every attempt to have an informal class setting and one that is inviting to the adult learner. Do not attempt to put them back in school — remember, they are returning to education and are adults.

Many students enroll in the program with great expectations, thinking they will achieve right away, not considering there will be required effort on their part—they may also believe the program will help them solve personal, job, and educational problems. When the student comes to the program for the first time, this is the time to discuss what they want and expect so goals can be set and the student understands the effort required.

If the student is absent, tell them you missed them when they come to class the next scheduled time. If the student has excessive absences, immediately do some follow-up with a telephone call. That might be all that is necessary (remember the adult learner does fall victim to self-doubt).

Use the script outline which is provided or develop your own, but be comfortable with what you are saying. A "canned speech" is worthless and can turn the student off even more.

Just telling someone about their frustration or problem might be all the student needs to help solve their situation so they can return to class.

When the students know you care that they are absent, they are more likely to want to participate. The only way they can know you care is if you let them know by doing follow-up.

You will be surprised at how many will return if you listen to them, let them know you care and are concerned when they are absent, and you will feel good about motivating them to return to education.

Keep a record of your contacts on the form provided by the ABE Supervisor. If you are encountering a large turnover of students who are not completing their goals, do not hesitate to consult with the ABE Supervisor or the State Volunteer Coordinator.

Script For Student Follow-Up

This is _____(Your Name)_____. I am a volunteer in the Adult Basic Education Program through _____. I am doing a follow-up survey on those students who have previously attended ABE/GED classes. We were concerned about you and were wondering if you'd be coming back to our class soon? I notice that you have not attended classes since_____(date last attended)_____ and we would like to know what we could do to help you accomplish your goal that you had previously set. (Try to get a reason for not attending.) Is there a problem which does not allow you to attend classes, such as: class scheduling; transportation; child care; not enough help in the classroom; are the materials not appropriate — too hard or easy; or just didn't like the instructor or volunteer or some other problem? (Write down any information the student provides which would be helpful in determining why the student is not attending.)

Possible response and/or answers for problem area:

Child care - Do they have a friend or relative they could swap babysitting services with. If cost is involved in child care, Social Services might be able to help out.

Transportation - We could find out if there is someone in the class who lives near who would be willing to car pool.

Materials are too easy or difficult - Suggest we have a variety of materials at different levels and we could find something which may fit their need.

Class Schedule- Find out when they could attend classes, or suggest attending some other night or day or try to determine how often they could attend.

Didn't get enough help - State that we do have more volunteers now so that we can work with more people on an individual basis.

Did not like instructor - suggest another class other than the one attended. Also discuss fact that sometimes personalities do not match (if a one-to-one situation) and another tutor or volunteer could assist them.

Thank the student for his/her time and state we would like to have him/her come back to class again.

If student is returning to class, attempt to find out when and say "We'll be looking forward to seeing you then".

If student is not returning to class, say "Good luck and if you need an further assistance call us at _____.

IMPORTANT: If the student asked a question you were unable to answer, tell him/her you will refer the question to the Supervisor and the Supervisor will get back to him/her.

This idea came from ABE in Norfolk Northeast Community College and is printed with Carolyn Apland's permission.

_____Class

Student's Name	Address	Telephone No.		Contacted (Date and Comments)

Public Relations

Maintain a good public relations image by taking time to write letters.

Anytime a store, newspaper, TV or radio station assists in promoting your program, let them know how much you appreciate the time and effort they expended. You will find they will be even more receptive the next time you approach them. Don't take them for granted. Even though TV and radio stations have to give away a certain amount of public service time, there is no written rule as to who they have to give it to.

A letter of reference will be greatly appreciated by the person who volunteered for you. This reflects favorably on your program and provides more public relations by calling it to the attention of prospective employers of your volunteer and the volunteer telling friends that you provided a letter of reference.

When a volunteer has resigned, they appreciate a final letter of appreciation. Doing this keeps a good feeling going about your program and the volunteer will consider returning if their present situation changes in the future.

REMEMBER - A clerical volunteer can be utilized to type the letters and you may also hand write a thank you.

The ABE Supervisor will guide you as to which stationery letterhead to use and how to obtain reimbursement for the postage. Normally, the reimbursement is made by presentation of receipts, dated with an explanation.

Ode To A Volunteer

Many will be shocked to find
When the day of judgement nears,
That there's a special place in heaven
Set aside for volunteers,
Furnished with big recliners,
Satin couches and footstools,
Where there is no committee chairman
No group leaders or car pools,
No eager team that needs a coach
No bazaar and no bake sale,
There will be nothing to staple
Not one thing to fold or mail,
Telephone lists will be outlawed,
But a finger snap will bring
Cool drinks and gourmet dinners,
And rare treats fit for a Queen or King.
You ask, who'll serve these privileged few
And work for all they're worth?
Why all those who reaped the benefits,
And not once volunteered on earth.

Author Unknown

* * * * * * * * * *

A Short, Short Story

This story is about four people:
Everybody, Somebody, Anybody, and Nobody.
There was an important job to be done and
Everybody was asked to do it.
Everybody was sure that Somebody would do it.
Anybody could have done it, but Nobody did.
Somebody got angry about that, because it was
Everybody's job.
Everybody thought that Anybody could do it,
and Nobody realized that Everybody wouldn't
do it.
It ended up that Everybody blamed Somebody,
when actually, Nobody blamed Anybody.
The job, of course, went undone.

"Irwin M. Kirby"

Hurrary For Volunteers! ! ! !

Volunteers are like Coke; They are the real thing.

Volunteers are like fords;
They have better ideas.

Volunteers are like Pan Am;
They make the going great

Volunteers are like Pepsi;
They have a lot to give.

Volunteers are like Dial Soap;
They care more.
Don't you wish everybody did?

Volunteers are like Hallmark Cards;
They care enough to give the very best.

Volunteers are like Standard Oil;
You expect more and you get it.

But most of all,
Volunteers are like Frosted Flakes;
They're GRRRRRRRRRReat! ! !

Author Unknown

. . . . . .

To all of you who have dedicated your time and effort to becoming a Volunteer Leader to provide the opportunity for others to learn, THANK YOU!!!

WE WISH YOU EVERY SUCCESS AND CONVEY OUR HOPE THAT YOU WILL FIND GREAT REWARD IN YOUR STUDENTS AND THEIR SUCCESSES.

OUR VERY BEST WISHES TO YOU.

Letters From Students And Volunteers In An All-Volunteer Program

This all-volunteer program is located in rural Nebraska.

Dear _____,

I am writing this letter to say that I have completed my GED and that I don't think it would have been possible if there wasn't the classes and volunteers at the Hyannis Center. I have thought of going to Alliance many times to get started on my GED but the distance has stopped me. When I read in our local paper that they were going to start classes in Hyannis, I was one of the first to call about getting started.

I wanted to get my GED completed so in the future if I wanted to take any college courses or needed to go out and get a job, I would have my GED to back me up.

Now that I have completed this course, it has been a great relief and I'm glad I was able to do it so close by. Everybody was there as volunteers and that helped me, I really appreciate it.

Thank you.

Sincerely,

* * * * * * * * *

Dear _____

Please take this letter to the Education Department concerning the GED schooling we have in Hyannis, Nebr.

If they quit this in Hyannis, I for one won't be able to finish and get my GED diploma.

Because Alliance is our next biggest town and that's 72 miles away from my home, it's hard to go that far to do my lessons. Hyannis is 13 miles away. So as you can see I would like it left in Hyannis.

Yours Truly,

* * * * * * * * *

Dear _____

I was so impressed by the dedication of your volunteers of the GED program! I really feel as though this program can really help a small community of our size. So many people are forced out of school for one reason or another, and after all, we're all striving for better educations and more responsible adults.

I too, have a daughter that quit school, and maybe when her life has straightened out, she will take advantage of this great opportunity. An education—what a wonderful gift.

Thank you again for bring this program to Hyannis.

Sincerely,

Volunteer Leader Plan

State Volunteer Coordinator completes training of Leader _____

Contacts made and Advisory Committee is formed _____

First Advisory Committee meeting is held for purpose of orientation; establishing goals and objectives; determining date of "blitz week"; providing input on potential students and volunteers; identify class site and alternate tutoring locations, etc. _____

ABE Supervisor is notified of date of "blitz week" _____

Other Committee Assignments are filled _____

Volunteers are identified _____

Follow-up contacts are made with organization or Chairman responsible for "blitz week" _____

ABE Supervisor trains Voluntter Leader and other volunteers on materials, testing procedures, etc. _____

Orientation is held for Volunteers who will work with students _____

Class sign-up night, diagnostic testing begins _____

Match is made with students and volunteers _____

Second Advisory Committee meeting is held for purpose of reviewing success of "blitz week", to determine how to recruit more students or volunteers, if necessary; to provide feedback on community feelings _____

Check with Clerical Volunteer on reports _____

Maintain program _____

Tax Deductions for Volunteers

A number of tax benefits are available for volunteers under the general charitable contribution deduction of the Internal Revenue Code. The Internal Revenue Service explains this by noting that volunteers can deduct "unreimbursed expenditures made incident to rendition of services to a qualifying organization." Translated, that means that a volunteer may deduct out-of-pocket expenses incurred while doing volunteer work for certain groups approved by the Internal Revenue Service.

Qualifying organizations include, but are not limited to: units of government; organizations formed for scientific, literary, or educational purposes; charitable groups, organizations for the prevention of cruelty to animals; organizations for national or international sports competition; and certain veterans groups. The organization must have prior approval as a qualifying organization from the IRS. If in doubt, ask for proof of tax-deductible status.

The following are representative types of expenditures that volunteers may wish to deduct:

- direct gifts of money to an organization
- automobile mileage and expenses
- bus and cab transportation expenses
- parking and tolls
- special uniforms
- telephone bills
- entertainment and meals given to others
- costs of meals and lodging, if away overnight
- travel expenses above per diem allowance
- tickets to charity benefits, above intrinsic value

The following may **not** be deducted:

- value of volunteer time donated
- dependent care expenses
- your own meals (unless away overnight)
- your own entertainment

Automobile-related expenses may be deducted either at a 12¢ per mile standard rate or an actual expenses basis.

The "out-of-pocket" requirement eliminates from deduction any amount that is to the direct benefit of the taxpayer (or the taxpayer's family) rather than to the organization. Thus, for example, most meals and entertainment are excluded.

Items for which a volunteer receives reimbursement may be deducted only to the extent that actual expense exceeds the amount of compensation.

In general, the following requirements apply to the above deductions:

1. Must be amount actually paid during the taxable year, not just a pledge.
2. Must be made to a qualifying organization.
3. Must be actual out-of-pocket amount: if a banquet ticket is bought, the deduction is the amount in excess of the actual value of the meal.
4. Must be recorded: the volunteer should know the name of the organization to which the contribution is being made; amount and date of each contribution; and method of valuing in-kind gifts.
5. Where possible, especially for large gifts, a statement of donation should be obtained from the donee organization.

For the more common out-of-pocket expenses, such as transportation costs and meals, voluntary organizations can assist recordkeeping by providing forms listing date, amount, and beneficiary of the expenses.

The above deductions can be taken by those who itemize their deductions and those who take the standard deduction. However, for those taking the standard deduction, only 25% of the first $100 in contributions may be deducted from 1982 taxes.

A complete description of federal tax deductions for volunteers can be obtained from your local IRS office. Ask for Publication #526, *Income Tax Deduction for Contributions*.

P.O. Box 4179
Boulder, Colorado 80306
(303) 447-0492

VOLUNTEER
The National Center for Citizen Involvement

1111 N. 19th St., Suite 500
Arlington, VA 22209
(703) 276-0542

Volunteer Tax Recordkeeping Sheet

Name of Volunteer _____

Organization (complete one sheet for each organization for which you volunteer) _____

_____

Date	Nature of Expense (bus fare, mileage, phone calls, etc.)	Amount
		$